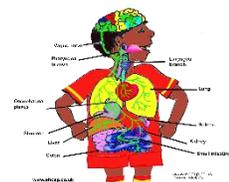


# The Somerset Emotion Coaching Project 2015-2019 Report

Public Health  
Somerset County Council

Dr Sarah Temple MRCGP  
Director EHCAP Ltd

Person Centred Care and Social Prescribing with children,  
young people and families in Somerset





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. As a result we have continually reviewed and updated our Approach and online resources.

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**Conflicts of Interest** : Antoinette Davey, Jane Eyre and Dr Sarah Temple are Directors of EHCAP Ltd

**Date report completed** : 15 March 2019

*Introduction by Jane Eyre, Director EHCAP Ltd*

*'What has been shown by this impressive report is the extent of the unmet need for exactly this resource. An honest means of accounting for and managing the give and take of personal experiences, and the extent of their long term effect, has been exemplified by the Somerset Emotion Coaching Project.*

*The take-up crosses generations, its application is as vital whether on a personal or professional level. The training has proved to be easily communicable through numerous means, not least of which is the pleasure of shared one to one time. However, the number of people accessing the online option should also be accounted for. This report acknowledges far-reaching outcomes on many levels.*

*The human response to something that is not fully understood is often fear, or a defensive response. Behaviour that may be considered to be socially unacceptable is thought to require an external diagnosis, a label, maybe even a prescription.*

*Here we have an alternative, a gentler path, well signposted. It provides a tool that it quite literally the hand, our own hand, which is then configured to provide a constant and immediate reminder as to how our brain works, the responses it brings to circumstances...and why.*

*This understanding creates a bridge to the individual experience, our own individual experience, and most importantly, to all those experiences that brought us to this point in time. When this personal understanding is enhanced by further knowledge, specifically the implications of toxic stress and its long-term physical and emotional effect, it can have a revelatory effect on the personal psyche. The immediate relief it brings from the simple acknowledgement that this querulous state is not our fault: it happened to us, it still is. An opportunity to replace reactions based in confusion with responses born of enlightenment is created.*

*But this is also where the gentler path may become a little tougher. As was shown by the reactions to the ACE, where complaints were brought, where the questions found a vulnerable response, perhaps an historical response. The need to tread carefully in these places was acknowledged.*

*Perhaps the greatest acknowledgement of the strengths of the content and structure of the Somerset Emotion Coaching Project, designed and evolved by EHCAP, was included in the report itself and is worth reading again, having been written by someone with sufficient experience to provide a truly informed and balanced account of the benefits of the application of Emotion Coaching:*

***"Emotion Coaching is a step in the right direction for Somerset. It is vital that this approach (and the ACEs) becomes fully understood and embedded in our work, as clinicians, in our homes and in our schools. I have always been aware of the effects of adversity on the developing brain, but this training actually gives us strategies on how to recognise, manage and support these children. We need a to focus less on diagnosing and labelling children in Somerset and concentrate on giving them the tools to become independent and able adults."***

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*Relationships are crucial, affecting both our mental experience and sense of self. Our modern culture has a 'lethal lie' at its heart - that the self is separate and relationships play no part in it. Relationships are not the icing on the cake- they are the cake.' Professor Dan Siegel, Mindsight Institute, A Truly Connected Life*

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## **The Somerset Emotion Coaching Project 2018 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 in to Kids programme from Melbourne University, Australia, research on Emotion Coaching by Dr John Gottman and colleagues, research on mindfulness, research on neuroscience by Dr Dan Siegel and research by Center on the Developing Child at Harvard University. In 2018 research by Dr David Eagleman was added to the training. 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 use of the Somerset Mental Health Toolkit
- 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 from a range of organisations within the children and young people's workforce in Somerset were trained in Emotion Coaching. At least 60% of champions trained were from schools or colleges. Other organisations included Social Care, Early Help (known as Getset in Somerset), Community and Youth Services, CAMHS, Social Housing, 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

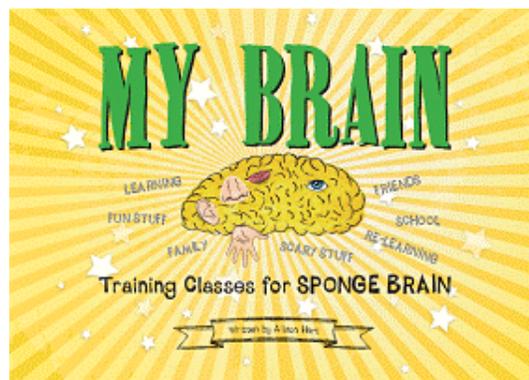
training programme to support understanding of how the 'thinking brain' can become separated from the 'emotional brain'. Regular practicing of 'being mindful' increases activity in the pre frontal cortex (thinking area) and decreases activity in the limbic system (emotion area) helping the more rational parts of the brain to moderate emotional impulses. Emotion Coaching facilitates practitioners and parents to develop skills in empathy and relational interactions.

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 ELSA (Emotional Literacy Support Assistant) Training. 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 staff cascading their learning.

In 2017 the commissioners requested a different Approach with a more intense training for a smaller group of 14 facilitators with the intention of building sustainability into the Emotion Coaching offer moving forward. Details of the training and outcomes can be found in the 2017 Somerset Emotion Coaching Report. Facilitators were from a variety of back grounds including schools (one head teacher, one Special Educational Needs Co-ordinator (SENCo), two Emotional Literacy Support Advisors (ELSAs) and five Parent Family Support Advisors (PFSAs)) from a mix of secondary, primary and Pupil Referral Unit (PRU) settings, health visiting team, social care, third sector youth services.

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.

In 2018 the project was adapted to reach staff with direct whole class teaching and Senior Leadership Team responsibilities, rather than staff with one to one roles with families and children. This adaptation was informed by our commissioners in response to the data collection from 2017 and feedback from immersion school staff in line with their developing a whole school approach.



## **The 2018 Somerset Emotion Coaching Project**

In 2018 we trained a total of 117 people from across services for children and young people targeting SENCOs (Special Educational Needs Coordinators), Senior Leadership Team (SLT) and staff with direct teaching responsibilities in primary and middle school settings.

The training to cascade Mindful Emotion Coaching was adapted from the 2017 one day introduction to include additional neuroscience. This was felt to be Appropriate because of the increased numbers of SENCOs in the cohort. In addition learners were expected to start cascading immediately after the first workshop (with access to video coaching support) and to feed back how they were using The Hand Model and Dr John Gottman's Emotion Coaching at the second workshop.

We also provided in depth support to two schools- Dunster First School and Milborne Port Primary School.

Feedback from learners led to a simplification of online resources which are now accessed through a single portal [www.mindfulemotioncoaching.co.uk](http://www.mindfulemotioncoaching.co.uk) .



## **Programme Outline**

### **Workshops**

The 'train to cascade' opportunity involved two days commitment broken down into two separate half day workshops and two flexible working half days in which learners were expected to direct their own learning according to their needs. The option to take part in group and one to one video link coaching to support cascading was made available to everyone.

Workshops were held in The SHED at Frogmary Green Farm, Ilminster. The first four pairs of workshops were held in May and July. The remaining two pairs of workshops took place in October. Each time learners had the option of afternoon or morning sessions.

Dates for video coaching were provided at the workshops.

**Facilitators: Carolyn Drew, Karen Leafe, Mary Quinn, Clare Wilson, Emma Connolly, Sarah Temple**

## E learning

Just under 1000 learners have signed up to our free e-learning portal since June 2017.

80% of the feedback provided is scored at 8/10 or higher (n=20)

- *'Really enjoyed the course and the content. Loved learning about the way the brain functions, the Hand Model and the ways we can help children regulate their emotions. Also liked the link and referral to the book 'Mind Hug' and the headspace App.'*
- *'Great course. Enjoyed learning about the way the brain functions and ways we can help children regulate their emotions. Also liked the 'Mind Hug' book referral and the headspace App.'*
- *'clear simple understanding of complicated subject'*
- *'One of the most informative online courses i've done and the resources were excellent!'*
- *'I found this one of the most informative, useful and interesting online course i've done. Also it provided lots of useful resources.'*
- *'This online course has given an insight to some extremely useful resources and techniques to use with young people that I deal with daily. It has reinforced thinking that I already had and will enable me to take this further in my daily dealings with young people.'*
- *'Very educational to incorporate into our work as an educational psychology service empowering schools to support their children as best as they can.'*
- *'very easy to follow and full of relevant information'*

## Immersion\_Schools

We embedded learning from the 2017 Avishayes Appreciative Inquiry narrative evaluation into Dunster First School and Milborne Port Primary School by offering a range of options including:

- Consultation with Sarah Temple – minimum 6 sessions - video link/ telephone/face to face
- [Invitation to join the Public Health Wellbeing Framework](#)
- Support from Fiona Moir, Public Health Commissioner
- Half a day INSET provided by an Educational Psychologist 'Emotion Intelligence' – encouraged to invite governors and other local Community Leaders including Health Centre staff
- Tuning in to Kids Manual (Dunster) and video link support for running Tuning in to Kids Groups
- Tuning in to Teens two day training (Milborne Port)
- Group Supervision for Senior Leadership (Dunster) x six sessions
- Video link Coaching with Karen Leafe (Milborne Port)
- Counselling for parents and staff (Milborne Port)
- Attendance at Public Health Training Workshops for up to six staff
- 'Why are we Waiting' Project with EHCAP and 2BU Productions (Elspeth Penny)
- Opportunity to view the documentaries Resilience and Paper Tigers
- Evaluation online data collection form

- Narrative evaluation with Antoinette Davey

### Engagement with Young People

Dr Sarah Temple ran five pilot workshops for Lower Sixth students at The Gryphon School in Sherborne. Two workshops in the academic year 2017-18 and a further three in the first two terms of the 2018-19 academic year. 25 % of the students at The Gryphon live in Somerset and all the students in the first two workshops lived in Somerset. By popular demand the workshops were made more broadly available this year and used principally to support skill building of peer mentors.

Students were introduced to Mindful Emotion Coaching and to the concept of toxic stress. They were all given a Wellness plan to work through. They also watched the documentary Resilience.

### Additional options available for everyone:

- One day network meeting August 25<sup>th</sup> 2018 – opportunity for facilitators to share learning.
- One day networking April 16<sup>th</sup> 2019 Danesfield School (not yet completed)

### **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 the evidence base developed by Centre on the Developing Child, Harvard University.

A summary of the course content can be found on page 34 of this report.

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



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 effectively 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 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 have diversified from Dr John Gottman's core research and applied the findings to human relationships generally rather than specifically to parenting. We have 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 behaviour. 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 2018 training was adapted to include additional neuroscience. This was felt to be appropriate because of the increased numbers of SENCoS in the cohort. On the basis of concerns raised during the 2017 training about the use of 'The Still Face Video' during the attachment aware section of the workshop we introduced concepts and videos from the American neuroscientist Dr David Eagleman. The three clips we introduced are Discerning Babies, Cup Stacking and In Groups vs Out Groups. These clips are loaded onto our [Public Facing Home Page](#). We started talking about ACEs (Adverse Childhood Experiences) in the May/July workshops and offered staff the opportunity to [score their own ACE score at home](#) using an anonymous online form. We further developed this part of the workshop in October by offering everyone the opportunity to view the [documentary 'Resilience'](#) before or after the workshop and by including the ACE score within the workshop using an anonymous online tool to load scores. In addition learners were expected to start cascading The Hand Model and Dr John Gottman's Emotion Coaching immediately after the first workshop (with access to video coaching support) and feed back at the second workshop.

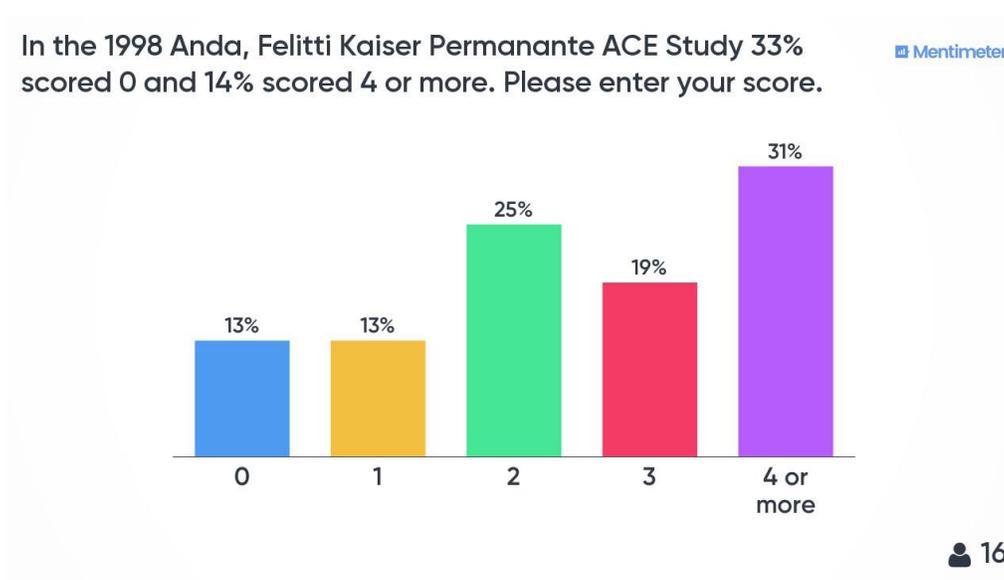
The training is deliberately compatible with materials produced by [Tuning in to Kids](#) - a team based in The Mindful Institute, Melbourne University, Australia. This evidence based parenting programme is currently being cascaded into Early Help in Somerset - over 120 Parent Support Advisors and Family Support Workers in Somerset are now trained to run either Tuning in to Kids or Tuning in to Teens Parent Support Groups.

### **Evaluation of Programme using Questionnaires completed during workshops**

We ran a modified Short Warwick-Edinburgh Mental Wellbeing Score (SWEMWS) in the May/July Workshops. Due to the short time to the start of the project we were not able to apply for ethical approval prior to the first workshop and we therefore simply gave each learner a questionnaire to complete without an identifier. We then repeated this at the second workshop. Overall there was no statistically significant difference between the scores before and after the workshops (0.59 point higher wellbeing score in the second workshop n=62/33).

The October workshops were set two weeks apart which didn't give the minimum three week gap required for the SWEMWS. We therefore opted for an alternative data collection and asked staff to [anonymously complete their own ACE score using Mentimeter](#). This exercise was voluntary and free online or face to face Emotion Coaching support was offered to anyone with a score of 4 or more. We found that 13% scored 0, 19% scored 3 or more and 31% scored 4 or more. This compares with the original ACE study (Anda and Felitti 1998) where 33% scored 0 and 16% scored 4 or more.

We offered free counselling for staff in Yeovil or Taunton and we had three facilitators present in the room so that we could offer support to anyone who found the exercise stressful.



The addition of this exercise to our October Workshop did cause a significant ripple effect and two verbal complaints were passed on to one of our commissioners. My understanding is that the two learners concerned found the exercise stressful. In response to this I arranged a further online three question Net Promotor Score survey which I sent out by email in December 2018. Despite a second attempt to pick up concerns through our online feedback route we were not successful in doing so. We raised a Significant Event Analysis within EHCAP about this and as a result we will always have a minimum of two facilitators present for this exercise and hold a longer conversation about safeguarding, self care and safe disclosures. We will also include a ten minute slot at the end of future workshops for learners to complete on line feedback before they leave.

### **Effectiveness of Training – Analysis by Independent Evaluator Antoinette Davey**

Analysis of online feedback after half day workshops

The majority of individuals providing feedback on the sessions provided positive feedback with 93% scoring 4 or 5 out of a possible 5 (65/70).

Information and resources

Things that went well included the way the information was disseminated to attendees, using PowerPoint slides, videos and directing people to useful resources. Attendees liked the topics discussed such as how toxic stress and family origins work within Emotion Coaching, clear understanding of ACEs. Most of the attendees discussed the usefulness of the Hand Model and understanding how emotions need regulation. There was a mixture of feelings towards the discussion of the science behind the workings of the brain. Most individuals preferred having this type of information to provide them with an evidence based justification to strengthen their

argument to their peers. The supportive and non-threatening environment that was provided during the sessions enabled participants to share their experiences with others.

*"Really useful to learn the hand technique and think about what may have happened to the family that day to make the child flip"*

*"Content was well delivered and practical advice for follow up in school as well as signposting for resources"*

A small minority of attendees at the May/ July workshops commented on the use of the same materials. (thus new materials or resources including the ACEs questionnaire as an extension of the Ingroups vs Outgroups inclusion exercise were introduced into the October workshops). The use of the questionnaire was questioned. However, some did comment about starting to use ACE awareness in their practice, although this was a handful of individuals. Some did recognise the importance of integrating knowledge of ACEs and toxic stress into their Emotion Coaching work as it would "inform the circumstances and issues facing many children and young people".

Although only 16% of the attendees had looked at the online resources that are available to them, those who did found it mostly useful. The videos were mostly accessed to enhance and inform thinking within the schools, and the resources were used as a signpost for colleagues within their organisation. Some did find the amount of resources overwhelming and needed to dedicate the time to focus on looking through what was available. One suggestion was that the online resources could be an agenda item for attendees to discuss how and what was used.

*"I would love to see a time slot on the agenda to go through the online resources as a group. To hear and discuss how we all use them and share the practice of using them. It would be great to hear peoples experiences of them"*

## Use and impact of Emotion Coaching

Through the sessions, attendees were able to see from examples the potential impact of Emotion Coaching on their work and personal life. Learning from others in different professions enabled understanding of the importance of the work needed and how this could help not only the pupils but staff as well. Although the purpose was aimed at children and young people of school age, there needs to be some focus in the future on the early year's section (as in 2016).

- *"Emotion Coaching is a step in the right direction for Somerset. It is vital that this approach (and the ACEs) becomes fully understood and embedded in our consultations as clinicians, in our schools and in homes. I have always been aware of the effects of adversity on the developing brain, but this training actually gives us strategies on how to recognise, manage and support these children. We need to focus less on diagnosing and labelling children in Somerset and concentrate on giving them tools to become independent and able adults."*

- *“One reception teacher, has been supporting a boy, who in the past has run and resorted to aggression. One of the strategies she has been using, was the ‘inside out’ characters to help him process and talk about the different emotions and thoughts he was feeling. This 5 year boy, made a suggestion to her. He proposed that the class should stick pictures of the ‘inside out’ characters on the wall. When they come into class, the children can stand under the character they are feeling, that way the teacher would know how they are feeling? I thought that was quite something from a 5 year old”*
- *‘When he (inspector) spoke to me later in the day he informed me that in all his years he had never experienced such positive feedback from parents. One reference was ‘life saver’ – the parents demonstrated and explained The Hand Model to him’ Parent Family Support Advisor, Mendip*

### **Range of professionals attending and using Emotion Coaching**

Individuals benefitted from the mixture of professionals attending the course and how the sessions were run by the facilitators. In addition, having the opportunity to get together with like-minded individuals makes professionals feel part of a wider network/team.

- *“It is invaluable to hear what is happening and keeping up with current developments. Also it makes you feel part of a bigger team and less isolated”*

Emotion Coaching is applicable to all types of professionals, even within the medical field. For example a community paediatrician discussed how they use Emotion Coaching with parents and patients on a regular basis. As the online resources are accessible to every individual they have signposted parents to the website explaining the Hand Model and steps they can take to Emotion Coach their children. As it is an evidence based model with science explaining the behaviour of their children parents are accepting of the strategies posed by the paediatrician, and feel empowered to use them.

- *“Last week, I saw a 15 year old girl with a diagnosis of ADHD but with a hugely complex background (ACE score 7) and explained the science behind toxic stress, how it had affected her brain and why she ‘flies off the handle’. She really engaged with the discussion and I have asked her and her family to go away and work on increasing their understanding. Last month, a grandmother of an extremely challenging little boy (she has a special guardianship and again, there is a hugely complex background) told me that using Emotion Coaching had reduced a ‘meltdown’ from what would usually be two hours to only 20 minutes. She was so amazed by this and proud of her own achievements.”*

EHCAP managed and mentored two counselling trainees from The Iron Mill Institute in Exeter within the time span of this Project. Both were invited to attend the 2018 half day workshops in Mindful Emotion Coaching. The trainee in South Somerset worked with a total of 20 people providing almost 200 individual counselling sessions mainly out of two very supportive Primary Schools – Milborne Port and Primrose Lane. Of those receiving counselling, 75% were struggling parents of primary aged children. The remainder were young people aged 14-17.

## Content and structure of sessions

The activities within the sessions were useful, some commented on the impact of the role plays and practice sessions. Just the fact of having the time and space to be able to digest pupils outside of work was useful. The overall purpose of the day was understood by all attendees bar one. Suggestions were provided in a tighter schedule with a shorter introduction at the start of the day.

In addition, some practicalities were discussed in terms of problems hearing the speakers, and the style of the room making conversations more difficult. Another suggestion was provided regarding running a session with newly qualified individuals and those who were more experienced to run a group training day in order to demonstrate how sessions can be run.

Around 87% of attendees are either currently using the Hand Model and Dr John Gottman's Emotion Coaching or intending to use it after the sessions. Many provided examples of how they have used it in different situations in school and at home. The resources (e.g. My Brain books) have also been used within schools to engage with children (even those as young as five years old). Some working with the younger children commented about using the Hand Model at the right time, for children to be at the right age to have the capacity to understand.

- *"Today I have helped 2 pupils who flipped their lid in calming down and being able to explain the problem using the Emotion Coaching"*
- *"Used Hand Model with my class during PSHE. Emotion Coaching after playground incidents or first thing in morning when the pupils are stressed"*
- *"I used the Hand Model with a parent to explain why her child is acting the way she was and how she help her daughter by asking the right questions and acknowledging the emotion she is feeling"*

## Pearls of knowledge

Many attendees commented on similar morsels of information they took away with them from the session including: the structure of the brain, vagus nerve, parenting styles, ACEs, toxic stress (and the effects of), regulating emotions, group identity (ingroup/outgroup), Hand Model. The effectiveness of Emotion Coaching was clearly demonstrated and understood by the attendees. Many mentioned the different tools and online resources they were exposed to during the sessions such as Headspace, and Calm App.

- *"strategies to repair and review situations following the Emotion Coaching ideas"*
- *"Although not an actual 'pearl', I hadn't heard of the terms 'In-Group' and 'Out-Group'. This has definitely made me reflect on some of my conversations with colleagues"*

There was also an understanding of the importance of their own wellbeing, and how staff's emotional wellbeing needs to be addressed in order to have more of a positive impact on the students they work with.

- *"If the emotional wellbeing of staff is not right in the first place, then they cannot promote and support pupils with their emotional wellbeing."*
- *"I need to ensure that I am 'tuned in' to my own emotions"*

## Impact on Professional and Home Life

The majority of attendees who provided feedback as to how and whether it would impact their professional and/or home lives confirmed that they felt it would change how they would handle situations. What was learnt during the sessions would certainly impact on their lives overall, from taking the time for themselves and doing self-care, to seeing students in a different light and focusing on the relationships within the school.

- *"Without doubt. We know that we have pupils that have experienced or are experiencing 'toxic stress' and we have such important roles to play in these children lives. The importance of trusting responsive relationships is key"*

Professionals working in other settings other than education commented on using the methods and resources in their own professions. Many of the attendees mentioned using Emotion Coaching within staff meetings and cascading it to the remaining staff within their organisation.

- *"Yes, I will cascade the information to the staff I work with at times throughout the year. As well as applying it in my meetings etc."*

Another important learning that came out of the sessions, was awareness of why a child may be struggling and how to manage the situation "with my lid down". It has changed many of their behaviours to be more empathetic and compassionate in the way they handle children, whether it is their own (or their grandchildren) or in schools. Additional supervision has also helped individuals to work through specific cases with a facilitator in between sessions.

For some attendees it reinforced their desire to encourage male members of the family to discuss their feelings. For those with different ages of children at home, it made them reflect on how they were at the age of their children and disentangle the stress experienced at work to how they deal with home life situations.

In addition, it has enabled attendees to give themselves "permission" to take care of themselves, providing them with an awareness that if they are not okay then how can they take care of others around them. It was recognised that there was a need for a routine to be developed even if it meant taking small amounts of time for yourself.

- *"You can't pour from an empty cup! I enjoy mindful moments, breathing in the garden before leaving for work and walking"*

## Cascading

Many discussed how they used the Hand Model and Emotion Coaching they learned and cascaded it to the whole school and parents ensuring transparency and consistency across the board. Integration of the work also filtered through to school policy, where behaviour policies were changed in order to incorporate Emotion Coaching. Another form of cascading the techniques and information was sharing what they had learned with partners and friends with children who also found it more useful than *"parenting books and unhelpful advice on mumsnet!"*.

- *"Yes to both. All of our pupils have been introduced to the Hand Model (Jan 18) this was undertaken in whole school and class assemblies. Parents were introduced in Sept 18. John Gottman's Emotion Coaching is the basis of our Behaviour Policy"*
- *"Yes, in my 1:1 session with pupils, in meetings with parents and I did a whole school assembly on it."*

The facilitators have continued to cascade to numerous schools, parents and community professionals. All teaching staff at three schools (Hindhayes, West Pennard and Elmhurst) were given Emotion Coaching training after initial taster sessions were given earlier in the year. Parents at one school were invited to attend a 2-hour taster session which 18 parents attended. In Stanchester and its feeder primaries, Tuning in to Kids was delivered to two groups with a sum total of 40 parents attending with a good retention rate. One Tuning in to Teens course was also run. REACH staff were provided training in Emotion Coaching. Another parent workshop was delivered to the South Petherton Primary School and four sessions were delivered to pupils at Castle Primary.

- *'Schools and parents are getting regular 'informal coaching' on how to handle tricky situations. This is not hard data, it's embedded. I know this is hard to capture but it's so crucial. It's what some practitioners now do everyday. It informs and changes practice' Parent Family Support Advisor (PFSA) South Somerset*
- *'Long story short he interviewed some parents/carers that have been or still are supported by me. When he spoke to me later in the day he informed me that in all of his years he has never had such positive feedback from parents. One reference was 'life saver' the Parents then demonstrated and explained the Hand Model to him' PFSA Mendip*

A community approach to wellness is all about the quality of relationships, enabling inclusion, building life skills with kindness and compassion across communities. EHCAP is working with a community approach in Frome and Dunster – embedding Mindful Emotion Coaching through Primary Care Health Connectors in Frome and through Primary Care Practice Staff and the Living Better Project in Dunster.

Frome – In August 2018 two of the Health Connectors completed the Tuning in to Teens training and have been supported with online coaching to run their first parent group. The Health Connectors are working with a Person Centered Approach using Social Prescribing to improve outcomes for children, young people and families.

- *'Being person-centred means going beyond the provision of a roof over a person's head and regular meals. It is about listening to and understanding the dreams and hopes of that person; what makes them excited; what makes them sad; what they would like to do with their lives.'* Dr Tony Stanley Principal Child and Family Social Worker for Children's Social Care at the London Borough of Tower Hamlets.

Al Aynsley-Green, former President of the BMA, writes in his most recent book 'The British Betrayal of Childhood' (page 129) that the overarching conclusion of much research is that childhood stress changes the normal development of neural networks in the brain and neuroendocrine systems, in turn influencing cell development in key organs of the body. He adds that there seems to be a mechanism whereby maternal stress before birth and maternal depression and domestic violence after birth effect the genetic structure through 'epigenetic' effects.

- *'The Health Connections Team work with people who are 18 and over but when we heard about EHCAP's work we really wanted to get involved. Our team trained with Sarah to enable them to support the adults around the young people in our community. The training created many ripples across our work - it influenced how we work alongside adults but also how we work as a team. We then went on to invite sixth form students to get involved, the Youth Patient Participation Group and now we have two of our team trained to deliver Tuning in to Teens. It is a grass roots approach where the young people involved 'own' the work and cascade it to peers. Parents and carers feel empowered to support each other and young people rather than relying on paid 'professionals'- young people and the adults around them are the experts. One young person has even been inspired to write about living with anxiety alongside friends who have other issues that are affecting their mental health.'* Jenny Hartnoll Health Connections, Mendip- Service Lead
- *'The workshop helped staff (GP receptionists and team members) empathise and understand the behaviour that patients may display and then to appropriately work with them to get them the help they need'* Practice Manager, Primary Care
- *'Staff had received training in Emotion Coaching to enable them to have an empathic problem-solving approach to patient interactions and allowed them to understand the perspective of the patient and their behaviour'* page 13 CQC Report Dunster Surgery
- *'I joined the EHCAP team as a student counsellor in placement in 2017. Forming and modelling good relationships is fundamental to my counselling philosophy and it has been enormously rewarding to be part of a pilot project building on emotion coaching work in schools by offering one to one counselling to parents and staff. I have also counselled some teenagers providing support, understanding and encouragement to approach life's challenges differently. Having now delivered over 160 counselling sessions free of charge in Somerset schools it is a privilege to have been able to build meaningful working relationships and see a growth in their confidence as well as gaining a better understanding of how adverse childhood experience affects physical and mental health. I am now working on a sustainable way to be able to continue and expand this work in the future.'* Lucy Beney Counsellor

## NET Promoter Score and Feedback from Elearning

The majority of individuals would recommend the e-learning to others (mean = 8.95), with the majority scoring 8 and above. The reasons behind the score were that it was an informative course and the content was mostly delivered in an effective way. It provided insight into different resources and strategies which could be useful to use with young people that they encounter. In addition, it also reinforced some current ways of thinking which empowered individuals and schools to support their children the best way they can. Signposting to different resources was also useful including a book called "Mind Hug" and the Headspace App. Consideration was given to using some of the resources, such as the videos, with children and their families.

## Sixth Form feedback

The one hour long KJPR documentary Resilience was shown to 20 Lower Sixth Form students at The Gryphon School in Sherborne and all thought that the film was useful and should be shown to staff and parents. Around half of the students thought that the information from the movie would be useful for their future. All liked the graphics within the film and Miss Kendra's list and felt that Year 9 students should be shown the film. All the students understood the link between Emotion Coaching, mindfulness and adversity. There was some division within the group as to whether to show the movie as a whole or in smaller chunks in PSHE sessions but they liked the idea of anonymous scoring in those sessions. They wanted to know what the staff were doing about the ACE scores and wanted to be able to access adult support easily and on the same day.

## NET Promoter Score and feedback – Half day workshops

Again the majority of individuals would recommend the workshops to others (mean = 9.17), with the majority scoring 9 or 10. Only 10% provided a score of 7, and some of the reasons for this score was that more content was needed, some was repetitive and how to use the information they learnt in a practical way. Otherwise, the remaining comments were positive. There was an acknowledgement regarding the importance of the subject and how informative the training was with regard to the science behind the topic. The platform was felt to be a safe and open arena where people could "discuss personal experience of ACE and the use of Emotion Coaching". There was a recognition though of workplace time constraints, which seems to be a running theme across the board of feedback from various training exercises.

- *"I found the training extremely informative and puts a new perspective on why children and adults can behave in the way they do with regards to anger and frustration. I have since used the Hand Model and made the glitter jar with some of my clients with a really good result. Unfortunately for me at this time I have not been able to access much of the online training due to an increase in case load but I hope to dip in and out when I can"*

Most went away feeling more informed, resourced, and motivated to use what they have learnt to better the outcomes of those around them, including themselves. Individuals were at

different stages of their Emotion Coaching journey, some were just starting with their school, and others were refreshing their knowledge of the techniques, however regardless of their position they all felt that this was an essential piece of work that needed to be applied to the whole school.

- *"Increased knowledge and skills that have informed whole school approaches, raised awareness and are starting to make an impact"*
- *"Inspiring sessions that helped guide our whole school Approach to emotional wellbeing"*



## Mindfulness Apps

### Headspace App

All the individuals who provided feedback found the Headspace App very useful for both professional and personal lives. It was easy to share with others, and easy to use. The range of options available on the App (short and long sessions), as well as a children's section was a positive. It enabled individuals to take the time out to do some self-care, to reflect and relax. Children have also found the sessions on the App enjoyable and useful. Those who find the practice of mindfulness difficult have found that the App has helped them develop their practice.

- *"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."*

In terms of difficulties encountered when using the App, this was more practical based in that some preferred a different voice on the App rather than having the same one, the occasional issue regarding intermittent internet connection which impacted on continuous sessions, and finding the time to take to do the exercises. Suggestions were given as to adding a body scan

guided meditation of different lengths, having sessions that were downloadable so that it could be done in poor connection areas, variety of options for those who use it on a regular basis, having the facility to stream individual sessions in order to save space on the phone memory. As the App is charged, one comment was regarding making the App available to young people who cannot afford to pay for it.

- *“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”*

Those who use the App to help with specific health related issues have mainly used it for anxiety, low mood and sleep problems as well. Some have used it for pain related issues, such as general pain or tension headaches. However, mostly those have mentioned it to be useful for managing their stress levels as it provides them with the space to help them calm down and refocus.

- *“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”*

## Calm App

The Calm App incorporates sleep, meditation and relaxation techniques within one platform. The App was received very positively by one particular individual who subsequently signed up the whole school. Essentially embedding mindfulness as a norm for their school. They downloaded it and installed the App on all teacher, class and SEN pupil ipads for everyone to have access to it. It has been used by teachers at home, if they have difficulties with their sleep, teachers at school when experiencing stressful days in the office, individual students during class work with special sessions picked for them (including ELSA sessions), during the SATs practice paper (where it was delivered to the whole class via a speaker set), during outdoor activities in Forest school and within their Autism base.

## **Immersion Schools**

Senior Leadership Team staff at both Dunster First and Milborne Port Primary 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. The intention is to repeat this data collection in January 2020. Examples of questions asked:

- *'Have the number of play time behavioural incidents reduced?'*
- *'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)'*

## **Data Analysis- Dunster First School**

It has been reported by the school that attendance has improved overall by pupils. Exclusions have reduced from a five day average of exclusions to now two single day exclusions (over a two term period using the six term model) which has been a "direct result from the training and support". The number of playtime behavioural incidents has reduced as has the number of class room callouts. The statistics for Dunster were not provided on the different aspects of attendance and performance thus not reported here.

## **Narrative analysis – Dunster First School**

### **School Vision and Approach**

The Approach is inclusivity, not just focusing on the children but ensuring that parents and families are involved in every way.

- *'A big part of the school ethos is that 'we look out for each other' with an open door policy, whereby parents can bring their children into school, they can stay for 20 minutes in the morning. This allows parents to talk to staff about their children, and get to know other parents as well'*

The school is a SEAL (Social and Emotional Aspects of Learning) approved school. The school year is broken into 6 topics, broken down per term, which is a whole school approach and repeated throughout the years. It provides students with the language to use to express their feelings. The Emotion Coaching fits in to SEAL Approach as it provides "children a chance to explain how they feel, and that all feelings are okay". Children are able to talk about their feelings at every step of their journey, and the Emotion Coaching strategies are relatable to the SEAL topics. The behaviour policy touches on the SEAL but has not been amended since the start of the Emotion Coaching project.

### **Impact of Emotion Coaching and cascading activities**

The more the staff do in terms of training and the more they use the language of Emotion Coaching, the more it will be embedded into daily practice. What it has done is made staff think

*"on a daily basis the idea of really listening to the children, and reminding yourself to think why is that child behaving like that, what's causing that".*

Thus reinforcing their way of dealing with the cause of the behaviour rather than reacting to the child's behaviour. Future INSET days have been booked into the school programme. There is concern that if the training stops there is a risk of Emotion Coaching not being sustainable. However, the whole school approach has allowed everyone to learn the same language and remind each about this, which will hopefully ensure that it is maintained.

In order to ensure that pupils are properly exposed to it "the assemblies are tuned in", and the language surrounding that is linked to the Emotion Coaching and SEAL. This has impacted on the children in that they have been engaging with Emotion Coaching, especially in terms of

- *"you hear the older children using the language"*

Other ways it has impacted on the pupils

- *"there is a real culture of giving each other time and listening to each other and rather than really being angry with someone to think about what are they really asking me to do or I feel that has been a definite shift".*
- *"there has been a subtle shift in the way they have been using the language which has been related to the Emotion Coaching project"*
- *'being able to talk to children about their behaviour and the reasons/emotions behind their behaviour at the point of when it happens is important. The age of the child will depend on how the behaviour is discussed, as other children are able to grasp more theoretical constructs (e.g. Hand Model), but the younger children are more likely to understand what is happening in the here and now'*

At least four community members who volunteer within the school have attended the training. The assemblies are open to the community on Fridays, so parents are able to attend as well as members of the community. The school is partnered up with another school within the federation, and the head teacher has become acting head of that school. This will allow cascading of the Emotion Coaching learning to this other school.

- *"They came to our Emotion Coaching training, and so did some other schools within the Federation actually, so that had a really big broad impact right across five schools, so in terms of the community I suppose it is spreading it"*

There was a meeting at the local GP surgery which involved different professionals (e.g. GPs, paediatricians, practice manager) to discuss how everyone could communicate more effectively for families. The afternoon involved them talking about where they are in the Emotion Coaching journey. This enabled other agencies to be aware of what the school were engaged with in terms of the project.

## Supervision

*"For me personally, it has been the most successful thing that has come out of the Emotion Coaching, that we were involved with, really helpful"*

There were three members of staff working with a challenging boy in school who had an hour a week for about 6 weeks. In terms of the staff wellbeing it was massive, it was the time for staff to be able to reflect, stop and plan on a course of action the following week was useful. "Just to have that reflection time was useful... how we can use what we know about it (SEAL) and what we know about Emotion Coaching to support him and his needs and it made an enormous difference". It provided the staff with some hope working with him and receiving that supervision

## Resources and Training

The online resources have not been embedded and when we update our policies the resources available will be used. The Public Health Toolkit has not been accessed by staff. The Hand Model, language and resources introduced in the whole school Emotion Coaching training were received well by all staff, however they have not been completely embedded into daily practice. Every year training is needed to remind staff of the need for this type of work and the way emotions are dealt with at school. In terms of the language, there was a comment regarding the Hand Model and it's appropriateness for reception aged children, as it was felt they were too young to grasp the concept. For some professionals *"some of the language around it...I am not particularly fond of the flipping your lid expression, but I know that some find it nice and simple"*. Others made very different comments for example following the Emotion Literacy INSET with Sam Sidney (Educational Psychologist); *'The Hand Model. It is such a useful tool and can help children and young people (even adults) better understand the effects of strong emotions on our behaviour.'*

The Emotion Coaching training provided reinforcement that what they were already doing was a good step, and it *"gives you little things that you used to do that you could sharpen up a bit"*. For some people they saw *"how they can deal with behaviour, playground behaviour and low level behaviour in a different way, and be more positive about things, which was useful"*. Support assistants attended the Tuning in to Kids/Teens programme and have used it in a low key way with parents coming into schools. However, due to time and staffing parenting workshops have not been able to be run.

## Future plans

There are some short term plans in place in terms of working with the lunch time support team, as they were not at the INSET days for the Emotion Coaching training. In terms of working with outside organisations they have had 2BU Productions Elspeth Penny running the 'Why are we Waiting' intervention which will continue to be developed into 2019.

They will be continuing to work with special schools, who offer training on a variety of topics. A recent training event was on attachment deficits, which was *"quite clear and stark, which we needed at the time"*, and opened the eyes of staff around the needs of these children.

The main challenge will be how Emotion Coaching will be embedded within the policies, and this needs to be further reviewed by the senior leadership team. The school is part of a network of five schools with one governing body who oversees all five but the governors have not yet attended the training. There is a recognition of the need to include the governors in the way Emotion Coaching works and the impact of this on the school.

## **Milborne Port Primary**

### **Data Analysis Milborne Port Primary**

It is evident that Emotion Coaching has had an effect on different aspects of performance within the school. The number of pupils with a police report has reduced from being 6 in 2014, to half that in 2018. All pupils have been enrolled on a full-time timetable since 2018. Referrals to GetSet, CAMHS and social care have reduced. There have been no referrals to GetSet in 2018 compared to 6 in the previous year. The number of incidents of bullying has reduced as well, and there is a new behavior recording system in place. The largest impact has been on academic performance especially with reading (an increase of 25% from 2016). A pupil voice questionnaire was undertaken and the key findings were that pupils felt safe and understood what to do when they had a problem. In addition, the pupils feel that the atmosphere and interaction between children had improved during lunchtimes.

At the request of the Head Teacher we took a look at what sort of correlation there might be between pupils accessing wave 2 provision for social, emotional or behavior support (eg individual draw and talk or ELSA (Emotion Literacy Support Assistant) small group or individual intervention) and a score of PSED (Personal, Social, Emotional Development) 1 at EYFS (Early Years Foundation Stage).

- of the 15 pupils in the school who attained PSED 1 (10% of school population), 10 of these 15 children (67%) have been recorded as having experienced some sort of emotional or behavioural difficulty at some time since that score.
- 38% of children at Milborne Port who are currently accessing wave 2 provision social, emotional or behavior support had a score of 1 at PSED at EYFS whilst in the school as a whole 10% scored 1 at PSED.

### **Narrative Analysis Milborne Port**

#### **School Vision and policies**

The approach has been towards the positive wellbeing of all pupils and staff, a move away from education, taking a more holistic point of view. Although the vision has not changed, the aims within the vision and various policies have. The head teacher together with one of the other teachers drove it forward.

- *"My vision for primary education has not changed, but the project has helped us fine tune our aims so I did change the aims of the school".*

As staff they rewrote the aims of the vision to include:

- *“to provide a broad balance of creative education that uses the whole school environment*
- *to maximise learning to foster the children’s spiritual, moral, social, emotional and cognitive development”.*

The head teacher held to the idea of inclusivity quite strongly and one of the aims was

*“to create an inclusive environment with responsive relationships, where students, staff, governors, parents, and volunteers feel valued, able to express themselves and have high expectations”.*

Thus staff were not only thinking about the school in general, but more about the relationships within and outside of the school.

There was a need to focus on staff as well as children and take care of staff wellbeing. The Emotion Coaching project has made the school reflect on wellbeing particularly around the staff, which is within the aims of the vision:

*“Personal and professional growth of staff”. Understanding the effects of the Emotion Coaching on children, it is important to consider that “how you respond to situations is about how you are coping in your life as well”*

The school did a staff wellbeing survey and will continue them twice a year (beginning and half-way through the year). From the wellbeing survey it was highlighted that there was a need to reduce workload for staff, and the senior leadership team are still working on that. Through the wellbeing survey, staff were highlighting the need for some support which has been offered through counselling from the Emotion Coaching project contacts.

*“By looking at ourselves first it has had an impact on how staff manage the behaviour and emotions of the pupils”.*

The school development plan was restructured for September 2018, and the head adapted the Ofsted headings and came up with her own five headings:

- leadership and governance
- teaching and learning
- curriculum
- personal development
- behaviour and welfare.

Within the personal development, behaviour and welfare objective the aims included working as an Emotion Coaching school and implementing a new behaviour policy. As soon as they jump into year one, the personal, social and emotional aspects are not considered, rather it turns to the education and curriculum. However, it was felt that if a child is unable to manage their feelings and behaviour before they enter Year 1, they will still continue having issues with this impacting on their learning. The head teacher created a grid with the children using the early years descriptives (relationships, emotions) and flagging this as an issue which is an important

factor to consider, which staff liked as they were able to talk about the child as a whole (rather than just focus on their English and Maths progress).

### Behaviour policy

The new behaviour policy includes using Emotion Coaching techniques within it. Pockets of children where behaviour was an issue – the children would be given warnings and then a time out to reflect on what they have done, how they were feeling, what the consequences were. This gives them time to process what is going on.

*“Gone from three or four pupils who openly hating coming to school and their aim in life was to get out of the classroom as much as possible, and now they are in their class and getting on with life, that cohort of children are our success story – within a term”.*

### Involving parents

In September 2018, an information evening was held for parents, and two parent information sessions were held on Emotion Coaching. From this one of the teachers ran a parenting workshop for 5 weeks with around 11 parents attending, who are finding it very useful. These workshops are based on the Tuning in to Kids model. Parents’ feedback around the parenting workshops have been transformational. From a non-threatening point of view, parents were able to look at managing their own reaction and manage their children’s emotions.

- *‘The way we ran the parent workshop was not run as a punishment to non-attendance of children, rather it was run by parents (teachers) for parents as support and providing tools for parenting’*

The group workshops have resulted in parents not feeling alone in what they were experiencing and have supported each other through it.

In the future these workshops will be rolled out into the community, to ensure that children encounter the language everywhere they go. There will be a sustainable and consistent way of talking and managing emotions. “That parenting should be filtering down the generations”.

Free counselling has been offered to parents who attended the workshops. One parent in particular accessed this whilst her son had Emotion Coaching. The feedback from the parent was

- *‘that her home life was transformed and they had a great Christmas whereas the year before the Christmas was hideous’*

The parent had been spiralling down due to the feelings of being an inadequate parent because of being called into school for her son’s behaviour. If the parent and child didn’t have access there may have been a possibility of it getting worse.

- *“Talking to a lot of parents here, it is so hard, and the expectations you put on yourself are so, so huge, and you don’t always get it right”*

### Involving others

The governors are on board with the project and regarding the wellbeing results. They have been kept informed and one is the Emotion Coaching governor, three came to the training in September. Representatives from the Health Centre attended an INSET day, and network schools have attended twilight sessions and are keen to take it on. The school would like to work more with the community, to embed the language and work outside the school. Working with the transition between Year 6 and 7 to maintain continuity for the pupils. The nursery, on site, has been to see the teacher to give staff and parents an Emotion Coaching taster. The plan is to potentially include youth group leaders, although it is finding the time to be able to disseminate it. There was a necessity to embed it properly in the main school before going outside and elsewhere.

*“Sarah has been fantastic”*

### Relationship with and between teachers

Children have built a responsive and respectful relationship with their teachers, they knew there were high expectations and the change has happened. Not only are the relationships between pupils and teachers changed, but also between the teachers. There is *“a lot better communication between staff”*. Teachers feel able to express their emotions to each other more freely, and *“think more about what happens outside the moment”*. If teachers have had a bad start to the day, they feel able to get support from their fellow co-workers within the school, using the Emotion Coaching language.

### Engagement with and impact of Emotion Coaching

*“I think it works better in school, as a whole school...but it was the whole school approach which was key to us, having someone come in and talk to everyone”.*

All the school staff were open to the idea of the project, albeit some scepticism from some. However, this changed when Dr Temple came in and discussed how treatment of children and behaviour around children at a very young age can impact on their physiological development. Some staff have found it more difficult to adapt and change the automatic script they work from (dismissive approach – e.g. everything is going to be okay). Staff have been given scripts to help them. In addition, lanyards are being introduced to all staff with Emotion Coaching language. A lot of staff have come in and commented about how they have used the Emotion Coaching at home with their own children and partners. *“We all use the language of the Hand Model now, constantly”*. This allows everyone to see the approach from the same perspective, *“sing from the same hymn sheet”*. The same vocabulary was used with all the staff, pupils and parents, to ensure consistency across the board. Emotion Coaching scripts have also been used by peer mediators and other staff.

It has provided all staff with a greater awareness of what is contributing to behaviour at school. Even parents who haven't been to the parenting workshops, have recognised that there has been a change in their children.

- *"what we are proving is that this is important and you are not going to get the results if emotional wellbeing is not addressed"*
- *'one boy who used to be constantly angry and used to shout and scream and was removed from class. Worked a lot with this child about managing his emotions, and he now is able to self-regulate quickly. Children use the language of the Hand Model, even on the playground. The children recognise it when staff use it;*
- *"one of them said something unkind to another person...took him aside...I did some Emotion Coaching with him...the child said 'last year I had no friends when I used to talk to people they'd to run away from me...this year I have so many friends...and for me that was it ticks a big box...that's because he feels he can express his emotions in a safe way...and he recognises that he was wrong...in the old days if he had something like he would have refused to apologise, he would have carried on, he would have been abusive to staff...he had a few moments reflection, we had a bit of chat...and he apologised to the little girl"*
- *"the proof has been in the pudding...you see it in the playground, you see the children who used to lash out and punch somebody go off and, you watch them go off and count ten, or go off and do mindfulness, it's fascinating"*

## Resources

The Emotion Coaching website has been used quite a lot, such as the shared resources. Other websites and resources were accessed including: Anna Freud, Schools in Mind (broader mental health), Relax Kids resources which they tailored to primary school kids. Assemblies were run on a different emotion every week. Powerpoints and videos were used for assemblies, workshops for pupils and parents. The Hand Model was delivered to pupils, adapted to the age group of the children. The Tuning in to Kids and Tuning in to Teens manuals were bought, and have been used within the school. The staff looked at the Public Health Toolkit online, although they have not used the information from it as they have access to a lot of resources.

The head teacher attended different training sessions and networked with other head teachers who have integrated Emotion Coaching in their own schools. The public training workshops provided those attending with more confidence to take it back to the school and disseminate it. Being a practitioner and having the awareness of the evidence behind the approach was important. The Adult safeguarding training was useful, particularly as the parent workshops arose deep seeded emotions within the parents from their own childhood. Staff were engaged with the emotional intelligence workshop and people took away different things away and considering how you deal with situations, how you talk to children, doing mindfulness with the children. The school staff needed practical tools to use. **The important thing is continue this momentum.** Supervision and support was provided over email for the staff running parent workshops, and visits from Dr Temple was found very useful for the whole school approach.

## Future plans

There was a lot of initial interest in the parenting groups and there are plans to run these in the future. A crèche was offered to parents attending the groups, to ensure attendance was possible. Ensuring that the profile of Emotion Coaching is visible was important for the school. A series of assemblies have made sure that students are reminded of the concepts of Emotion Coaching, there are visual reminders in classrooms to remind both students and teachers, and there is information on the school website making it accessible to parents. Lunch-time supervisors are the only staff within the school that are not trained, due to timing, although this is planned in the future. From a senior leadership point of view, the staff workload will be examined to ensure that their wellbeing is looked after.

- *"I wish, as a parent, I had had this rather than an antenatal course...because you don't get a training manual, it's very easy to have a baby actually and it's a tough job".*
- *"I want everyone here to feel like a community, move away from the them and us"*

## Summary of impact in Somerset 2015-2019

**Bath Spa University and EHCAP were commissioned in December 2014 by Public Health, Somerset County Council to develop a common language across children's services around emotions, particularly emotions behind difficult behavior.**

**Significant progress has been made in creating a powerful and accessible psycho education tool called Mindful Emotion Coaching.**

**An attempt has been made with this report to capture the cultural shifts occurring as Mindful Emotion Coaching is cascaded and embedded across Somerset.**

**Jane Eyre (Charity Sector) has summarised this:**

*'What has been shown by this impressive report is the extent of the unmet need for exactly this resource. An honest means of accounting for and managing the give and take of personal experiences, and the extent of their longterm effect, has been exemplified by the Somerset Emotion Coaching Project.*

*The take-up crosses generations, its application is as vital whether on a personal or professional level. The training has proved to be easily communicable through numerous means, not least of which is the pleasure of shared one to one time. However, the number of people accessing the online option should also be accounted for. This report acknowledges far-reaching outcomes on many levels.*

*The human response to something that is not fully understood is often fear, or a defensive response. Behaviour that may be considered to be socially unacceptable is thought to require an external diagnosis, a label, maybe even a prescription.*

*Here we have an alternative, a gentler path, well signposted. It provides a tool that it quite literally the hand, our own hand, which is then configured to provide a constant and immediate reminder as to how our brain works, the responses it brings to circumstances...and why.*

*This understanding creates a bridge to the individual experience, our own individual experience, and most importantly, to all those experiences that brought us to this point in time. When this personal understanding is enhanced by further knowledge, specifically the implications of toxic stress and its long-term physical and emotional effect, it can have a revelatory effect on the personal psyche. The immediate relief it brings from the simple acknowledgement that this querulous state is not our fault: it happened to us, it still is. An opportunity to replace reactions based in confusion with responses born of enlightenment is created.*

*But this is also where the gentler path may become a little tougher. As was shown by the reactions to the ACE, where complaints were brought, where the questions found a vulnerable response, perhaps an historical response. The need to tread carefully in these places was acknowledged.*

*Perhaps the greatest acknowledgement of the strengths of the content and structure of the Somerset Emotion Coaching Project, designed and evolved by EHCAP, was included in the report itself and is worth reading again, having been written by someone with sufficient experience to provide a truly informed and balanced account of the benefits of the application of Emotion Coaching:*

***'Emotion Coaching is a step in the right direction for Somerset. It is vital that this approach (and the ACEs) becomes fully understood and embedded in our work, as clinicians, in our homes and in our schools. I have always been aware of the effects of adversity on the developing brain, but this training actually gives us strategies on how to recognise, manage and support these children'.***

***'We need a to focus less on diagnosing and labelling children in Somerset and concentrate on giving them the tools to become independent and able adults.'***

Dr Sarah Temple MRCGP Director EHCAP Ltd

Antoinette Davey – Independent Evaluator and Director EHCAP Ltd

Jane Eyre Director EHCAP Ltd

## Appendix

### Case Study provided by Parent Family Support Advisor - PFSA

<p><b>POSITION:</b> Parent &amp; Family Support Adviser</p> <p><b>ORGANISATION:</b> Education/Somerset</p> <p><b>CONTACT DETAILS (email/mobile):</b> <a href="mailto:sarah@ehcap.co.uk">sarah@ehcap.co.uk</a> (managing data collection)</p>
<p><b>Overview and reason for change</b></p> <ul style="list-style-type: none"><li>• <i>Parent M requested support for managing her daughter’s emotions after attending a “taster session” I delivered for parents on Emotion Coaching at a local Primary School.</i></li><li>• <i>The family live in a village in a rural location. The child age 6 lives with two loving parents at home. Relationships were strained (both parental and mother and child in-particular) Mother (M) is highly anxious and parents had successfully accessed family therapy with CAMHS.</i></li><li>• <i>The child displays oppositional behaviours at home, child and parent M unable to emotion regulate effectively. Parent M shouts a lot and feels very stressed. The child is often in charge and can be aggressive and has frequent emotional meltdowns at home, school and in public. The child is operating at emotional age of Approximately 3 years. Parent M has a history of mental health needs and at least two episodes of significant past trauma. An estimated score of 5 ACES (this case was pre use of ACE scoring)</i></li><li>• <i>Parent M is wanting to improve relationships, lower stress and increase her confidence to parent successfully. Parent D is less concerned but is mostly supportive. Parents committed to CAMHS work and parent M attending Tuning in to Kids parent 6 week parent programme.</i></li><li>• <i>Social Prescribing : parenting support Tuning in to Kids Parent support group and parent Family Support Advisor Wellness Coaching referral</i></li></ul>
<p><b>What did you do?</b></p> <ul style="list-style-type: none"><li>• <i>Parent M participated in Tuning in to Kids group-work course and then CAMHS work. Although the referral to our parenting PFSA service was accepted, it was initially suggested to access us after CAMHS work, if still required. Parent felt she was not making significant progress with CAMHS and requested PFSA input. I then worked with both parents to offer personal support sessions.</i></li><li>• <i>The School Emotional Literacy Support Assistant service, collaborated together on family plan. They provided some emotional support/regulation activities for the child at school. I attempted unsuccessfully to liaise with CAMHS (who were still open during my involvement). I delivered</i></li></ul>

*personalised parenting sessions on Emotion Coaching, reinforced learning from Tuning in to Kids and mindfulness. I gave parents simple home tasks to practice using Emotion Coaching techniques, including self care. Over a 6 months time frame.*

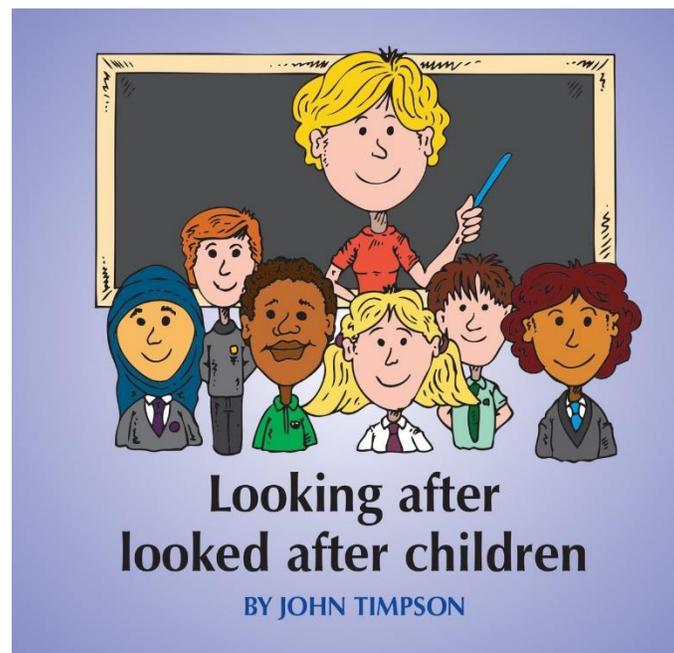
- *My line manager trusts my professional judgement and supports flexible time frames to work a case for several months, when my input is productive and required.*
- *Connecting across services: I encouraged parent M to seek personal support for her own health through her GP and she followed this through.*
- *Involving people with lived experience - I encouraged parent M to seek support from health services and consider attending a MBSR course*
- *Unexpected challenges: Helping the school team to understand when parent M's lid was up and working to stay out of judgement and taking it personally.*
- *Time frame: 3-4 months was allocated. The work took 6 months to complete.*

#### **What happened?**

- *The whole family have benefitted and are now functioning more healthily and happily. Parents are no longer at risk of separating. Wider family relationships are improved and more harmonious.*
- *Parent M has not needed to go on medication or access other health services.*
- *The child still benefits from Emotional Literacy Support Assistant support in school. She is now able to access most of the education curriculum.*
- *Wider system benefit – expected future savings in terms of reduced need for CAMHS intervention and greater probability that the child will be well as an adult and contribute positively to society.*
- *Integration of services – this is a model that involves integration of health, education and care services. The Mindful Emotion Coaching psycho education tool is being cascaded by a health professional into schools and across children's services.*
- *Did this process require a new way of thinking and working? If yes, please specify?*
- *The key mindset for this work is the coaching model where the coach and coachees are equal and each hold expertise that they share. It requires patience, persistence and flexibility in delivery along with a belief that parents can overcome their challenges.*
- *Outline how the individual was placed at the heart of the decision making process and how you listened and incorporated what mattered to them?*
- *The interventions are person-centred. The parenting needs are assessed and discussed with the parents and then a plan is agreed. The work is individually tailored to meet the needs of the family.*

<p><b>Finance and commissioning</b></p> <ul style="list-style-type: none"> <li>• <i>The funding to cascade Mindful Emotion Coaching was provided by Somerset County Council – Public Health between January 2015 and January 2019. The funding for the Parent Family Support Advisor is from the Local Authority Early Help budget- allocated through schools in Somerset.</i></li> </ul>
<p><b>Next Steps: Sustainability and scalability</b></p> <ul style="list-style-type: none"> <li>• <i>What are the next steps for the programme?</i></li> <li>• <i>Next Steps – EHCAP is working with the Living Better team in West Somerset ( Lead GP is Kelsey Bovington at Dulverton Health Centre) and with the Health Connectors at Frome Health Centre in Mendip to find ways of embedding this model of wellness coaching for young people and families into primary care and children’s services. This will involve collaboration between primary and secondary care as well as across children’s services as funding will need to be shared between Community Paediatrics (secondary care), CAMHS ( CCG) , Early Help ( Local Authority) and Primary Care (CCG).</i></li> <li>• <i>Is there learning that is transferable to other areas?</i></li> <li>• <i>Emotion Coaching works in ALL relationships!</i></li> </ul>
<p><b>Reflections: Top Tips</b></p> <ul style="list-style-type: none"> <li>• <i>This parent really benefitted from a personal service, reinforcing and embedding strategies. I did expect to make progress quicker than I had anticipated. My learning would be to simplify the work to reduce feelings of overwhelm for the parent and compassionately request the parent be more proactive from the start.</i></li> <li>• <i>My involvement was Approximately 6 months. This parent needed sessions spaced out and time to learn and practise skills, work through and follow up her own health needs. Some parents take time to build trust with professionals and build their skills to trust themselves. I believe with self determination, this parent built new neural pathways and it then become normal to work through parenting challenges without being overwhelmed. She developed the ability to respond calmly with her lid finally down. Learning a skill for life.</i></li> <li>• <i>What were the difficulties or challenges you faced and how did you overcome them?</i></li> <li>• <i>Time constraints. Keeping the session to time and a pressure to close with back log of referrals. Frustration when progress seemed slow at times.</i></li> <li>• <i>Can you share any tips for success?</i></li> <li>• <i>Compassionate connection is key. This parent needed to feel safe to explore some painful and distressing feelings of inadequacy and lacking in confidence to parent. She needed to be heard and understood in a respectful relationship before moving to problem solving.</i></li> </ul>

- *Some parents are looking for direction and strategies to practise and test out. This parent did not respond well to the CAMHS therapist's Approach of solely reflecting back without some minimum guidance or steer (in fact she felt distressed by this). She did respond well to reflection followed by useful questioning ie, how might you put this into action? What words might you use? What is your child likely to be feeling in this situation? What's being communicated beneath the behaviour?*



## Mindful Emotion Coaching in summary

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. Some people would say we are working with the neurobiological, emotional and social aspects of human interactions, others might use the term interpersonal neurobiology.

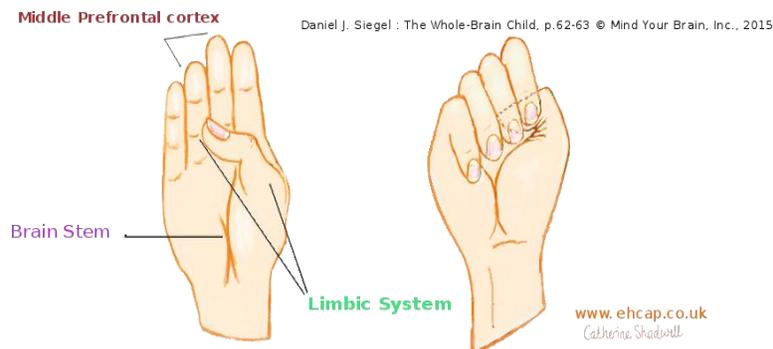
We look closely at the work of Professors Jack Shonkoff, Dan Siegel and John Gottman and focus on the 'how to' of developing emotion resilience.

The core principles we are working from are:

- responsive relationships and positive experiences build sturdy brain architecture and promote healthy development, starting before birth and during infancy
- toxic stress disrupts the developing brain and other biological systems with lifelong consequences for learning, behaviour and health (eg mental and emotional health difficulties, susceptibility to addiction, heart disease, high blood pressure, diabetes)
- the foundations of resilience can be strengthened in young children through reciprocal 'serve and return' interactions that scaffold life skills of self regulation, emotion regulation and executive function

We build awareness of the importance of our own wellbeing as the foundation for us being able to model responsive relationships and build core life skills. We look at how we manage our own emotions when young people are struggling to regulate theirs. We identify the core human emotions and how the brain reacts when we find ourselves in danger of 'flipping our lids'.

We use Dan Siegel's Hand Model metaphor to enable easy access to understanding the importance of inter connectedness within the brain itself and also with other brains. The part of the brain that governs emotion is represented by the thumb and acts like an accelerator on areas that govern body function. The thinking part of the brain acts as a brake on emotions and is represented by the finger tips.



When the thumb is active and the fingers pushed up we have 'Flipped our Lid' – we are reactive (reactive response). When the thumb is calm and the fist is closed representing motorways of connections between different areas of the brain we are responsive.

When we are responsive we make our best decisions – this is when the fist is closed and the different parts of their brains connect well with each other.

We can learn to calm the reactivity of our brain through Emotion Coaching techniques and mindfulness exercises. Dan Siegel uses the phrase 'Name it to Tame it'.

One of the ways the thinking part of our brain works to calm our bodily responses is through stimulation of the vagus nerve (this is known as Vagal Tone). The vagus nerve travels from the brain stem to key organs in the body doing things like lowering heart rate and breathing rates.

### **The relevance of relationships to early brain development.**

Through non-invasive scanning of very young babies and children, the brain has been understood to be a 'social organ.' The normal development of the brain relies on stimulation through social interaction and is influenced as well by other factors including epigenetics, physical health, and diet. Key figures in the research in this area include John Bowlby, Pat Crittendon, Mary Ainsworth, and Mary Main.

All this means is that a baby is born with a basic brain structure. Then neural connections are encouraged by stimulating that brain through interaction.

Connections form in human brains all the time – but the bulk of the connections are made in the first two years of life.

The brain is organized into different areas of responsibility – including sight, smell, emotions, logic, and memory. The different areas are connected by a network of a hundred billion neurons. The more we use the network, the more connections are made and the bigger, better and faster they are.

### **John Gottman and Emotion Coaching**

John Gottman is an American psychologist who has studied human relationships for decades. He describes 4 relationship styles : Emotion Coaching Style, Dismissing Style (often motivated by a desire to fix eg don't worry, you'll be fine), , DisApproving Style (often motivated by a desire to control or regain power) and Laissez Faire Style. Children with a parent or carer who used the Emotion Coaching Style at least 30% of the time had improved outcomes into adulthood (sociability, achievement, health).

### **A key message of Emotion Coaching is that all emotions are OK but not all behavior is OK.....**

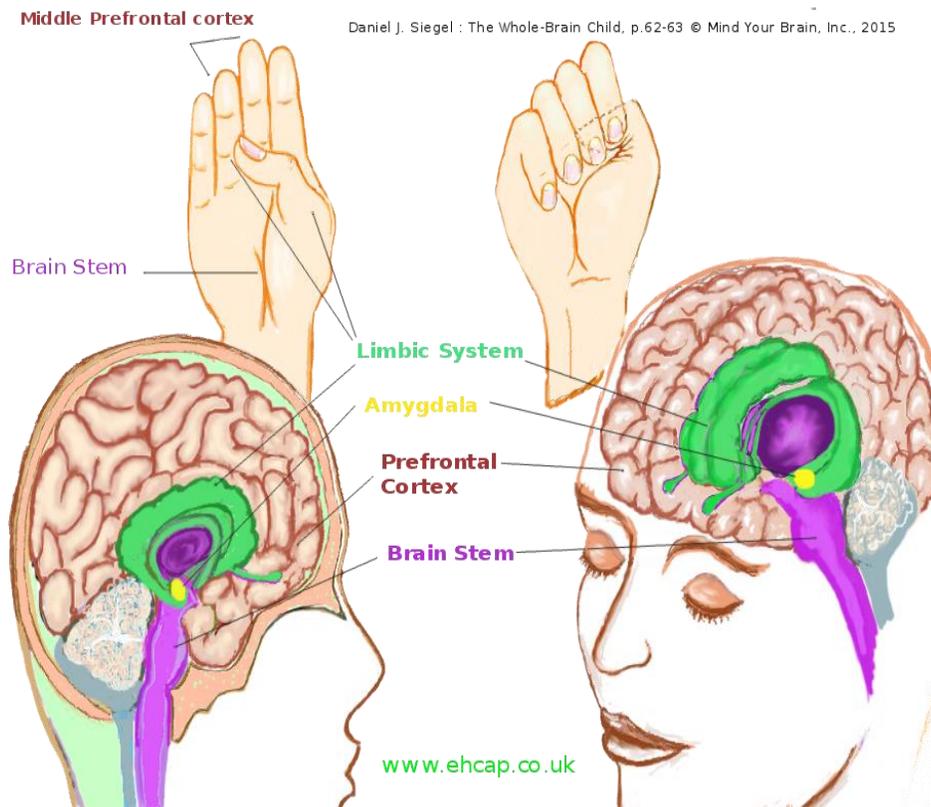
John Gottman's five steps of Emotion Coaching

- 1. Tune in
- 2. Connect with the people around you
- 3. Recognise feelings and empathise with them
- 4. Validate feelings – try to define and label them
- 5. Problem solve and where necessary impose limits

Emotion Coaching is about building and enriching relationships. The problem solving comes last – after you’ve talked about your feelings.

Seeing the brain as a social organ dependent upon relationships with other people and understanding how our brains develop early on in our lives helps us all understand our emotions.

As we get better at understanding how the emotion centre in our brain connects with other areas we can start to change how we behave and become more responsive.



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Shonkoff Jack

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

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