Circles for Learning: A small group and whole class project for schools to support the development of positive strategies for Mental Health and Wellbeing.

Volume 2.

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Appendixes

Volume 2

Abstract

This study explored the impact of the Circles for Learning (CfL) project. This included staff training, parent-baby observations sessions in the classroom and follow-up teaching and learning sessions, within a variety of secondary school environments over three terms. Qualitative and quantitative data were collected to look at the impact of the project on the five areas identified to form the foundations of Mental Health and Wellbeing (MHWB): Relationships, Emotional Literacy, Sense of self, Skills for Learning and Neuroscience and Learning. The project worked with 4 secondary schools from the UK including two mainstream schools, a SEMH school, a special school for ASC, and a special school for children and young people with severe and complex learning needs. This involved 40 children from across the schools from KS3, KS4 and KS5. Staff were all trained to both introduce and deliver the project within their school environment using the CfL resources with the age range of their choice. All Lead Practitioners were trained teachers.

Assessments undertaken to measure the impact of the project on CYP included Emotional Literacy, Effective Lifelong Learning and Butler Self-image profile. Evidence from staff included semi-structured interviews which were then analysed using IPA, Staff feedback forms after training, Staff teaching logs and questionnaires pre and post project.

The findings strongly suggest that the CfL Project had an impact on developing a stronger learning culture within the classroom, developed self-esteem and emotional literacy and strengthened social skills with CYP. It also showed an impact on staff-student relationships and a classroom environment supportive of MHWB.

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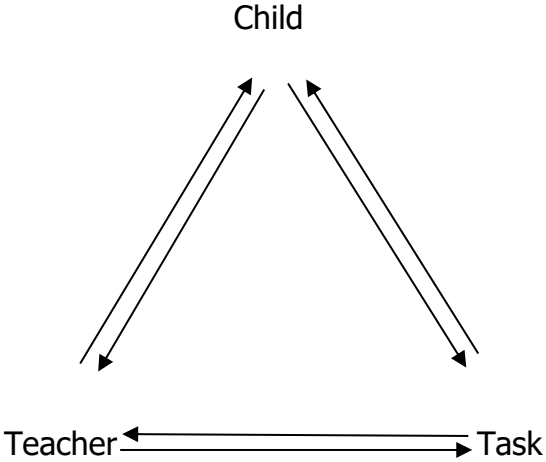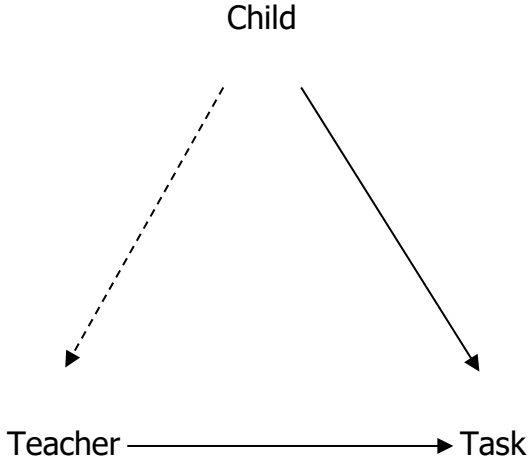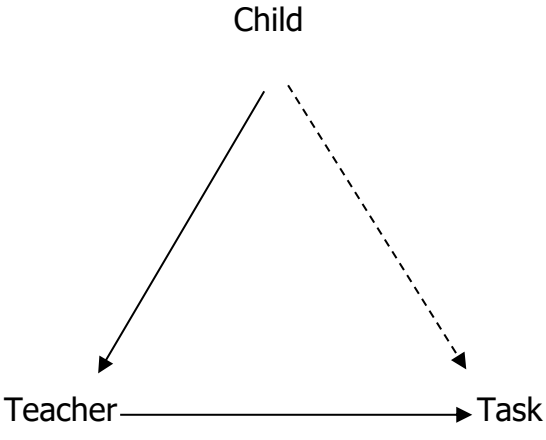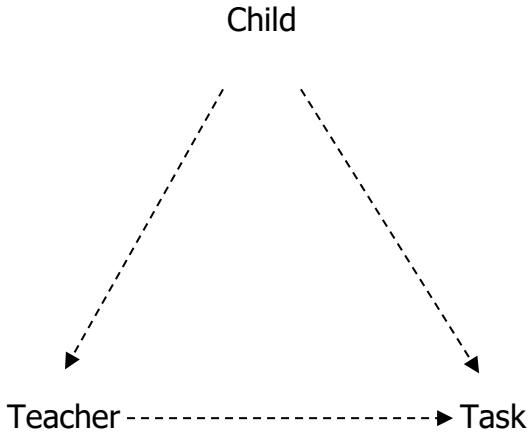
Appendix 1

Self-Concept Carl Rogers (1959)

Self-Concept

The picture someone creates of themselves, i.e. their evaluations and perceptions of themselves as a being.

Self-Image

A child's personal belief system, i.e. blend of how they see themselves and way they believe others see them.

Ideal Self

What you wish you were like. As a child becomes aware of self-image also become aware of ideal characteristics and ways of behaving which have high value. As with self-image, process begins in family environment and then develops when the child goes to school.

Self-Esteem (discrepancy)

If there is a mismatch/discrepancy between how a child sees themselves (self-image) and how they would like to be (ideal-self) this affects how much they like or value themselves. This self-esteem impacts on how they then interact and interpret the events and interactions in their world.

Appendix 2

The Learning Triangle. Geddes (2006)

Fig.3 Secure Attachment p.59	Fig.4 Avoidant Attachment p.77
Child / Teacher / Task	Child / Teacher / Task
Research shows that a child with a secure attachment is able to manage the learning task and all the frustrations emotions and insecurities it creates, as well as the relationship with the teacher.	The Avoidant child avoids the relationship with the teacher and directs their focus on the task. The task helps dilute the experience of the relationship with the teacher which is infused with the memories and experiences of the first relationship, which held an uncertainty about the availability of the adult to accept and support them in a reliable consistent way.

Fig. 5 Resistant Attachment p.97	Fig. 6 Disorganised Attachment p.115
Child / Teacher / Task	Child / Teacher / Task
The Resistant is so focused on the relationship with the teacher that the task is all but forgotten. In terms of early attachment, this might represent the fear of losing the adult's attention or allowing another to intrude separating the mother child dyad.	The Disorganised attachment child is unable to manage the relationship or the task. Both are fraught with danger. The relationship with the teacher is contaminated by the past early relationship experiences and thus felt to be threatening. The task is also perceived as threatening as it is too dangerous to try, as failure would be a threat to the insecure sense of self. This shows the long-term implications of such a pattern for future relationships and possibly for MHWB.

Appendix 3

Changing and Learning

Effective Learners know that learning itself is learnable. They believe that through effort, their minds can get bigger and stronger, just as their bodies can and they have energy to learn. They see learning as a lifelong process and gain pleasure and self-esteem from expanding their ability to learn. Having to try is experienced positively: it's when you are trying that you're 'learning muscles' are being exercised. Changing and learning includes a sense of getting better at learning over time and of growing and changing and adapting as a learner in the whole of life. There is a sense of history hope and aspiration.

Less effective learners tend to believe that learning power is fixed and therefore experience difficulty negatively, as revealing their limitations. They are less likely to see challenging situations as opportunities to become a better learner. Their feeling of SELF EFFICACY is weak.

Critical Curiosity

Effective learners have the energy and desire to find things out. They like to get below the surface of things and try and find out what is going on. They value 'getting at the truth' and are more likely to adopt a 'deep' rather than 'surface' learning strategies. They are less likely to accept what they are told uncritically, enjoy asking questions and are more willing to reveal their questions and uncertainties in public. They like to come to their own conclusions about things and are inclined to see knowledge, at least in part, as a product of human inquiry. They take ownership of their own learning and enjoy a challenge.

Passive learners are more likely to accept what they are told uncritically and to believe that 'received wisdom' is necessarily true. They are less thoughtful and less likely to engage   spontaneously in active speculation and exploratory discussion.

Strategic Awareness

More effective learners know more about their own learning. They are interested in becoming more knowledgeable and more aware of themselves as learners. They like trying out different approaches to learning to see what happens. They are more reflective and better at self-evaluation. They are better at judging how much time, or what resources, a learning task will require. They are more able to talk about themselves as learners and about their learning. They know how to repair their own emotional mood when they get frustrated or disappointed. They enjoy being given responsibility for their own learning and its organization.

Less effective learners are less self-aware and are not able to talk about how they learn and the strategies they use. They struggle with managing the emotions of learning and can easily get frustrated or disappointed with what they are doing. Less effective learners find planning their learning hard to do and are better at following adult instructions.

Learning Relationships

Effective learners are good at managing the balance between being sociable and private in their learning. They are not completely independent nor are they dependent. They like to learn with and from others and to share their difficulties, when it is appropriate. They acknowledge that there are important other   people in their lives who help them learn, though they may vary in who those people are.—Family friends or teachers. They know the value of learning by watching and emulating other people including their peers. They make use of others as resources as partners and as sources of   emotional support. They also know that effective learning may also require times of studying enquiring and even dreaming on their own.

Less effective learners are more likely to be stuck either in their over—dependency on others for reassurance or guidance, or in their lack of engagement with other people.

Resilience

Resilient and robust learners enjoy a challenge and are willing to give it a go even when the outcome and the way to proceed are uncertain. They understand that learning can be hard for everyone and they are not put off when things become difficult. They have a high level of 'Stickability' and can manage frustration and the not knowing that they encounter on the way. They are able to stick with the learning even though they experience confusion and anxiety. They don't mind making mistakes and understand that these can help them learn.

Less resilient learners are more dependent on others—either the adult or peer. They are very fragile and easily go to pieces when they get stuck or make a mistake. They will not take a risk and will choose the safe option when they can. They will often give up before they have even started if they think the work is hard or they cannot do it. They are not able to persevere when their learning become difficult. They rely on others both adults and peers as well as external structures for their learning and their sense of self-esteem. They are passive knowledge seekers rather than active knowledge seekers who enjoy making connections with what they have already learnt. They give up easily.

Meaning Making

Effective learners are on the lookout for links between what they are learning and what they already know. They get pleasure from seeing how things fit together. They like it when they can make sense of new things in terms of their own experience and when they can see how their learning relates to their own concerns. Their questions reflect this orientation towards coherence. They are interested in the big picture and how the new learning fits within it. They learn well because their learning really matters and makes sense to them.

Less effective learners are more likely to approach learning situations piecemeal and to respond to them on their own individual merits. They keep information stored in separate silos in their brains. They may be more interested in knowing the criteria for successful performance that in looking for joined up meanings and associations.

Creativity

Effective learners are able to look at things in different ways and to imagine new possibilities. They enjoy lateral thinking, playing with ideas and taking different perspectives, even when they don't quite know where their trains of thoughts are leading. They are more receptive to hunches and inklings that bubble up into their minds and make more use of imagination, visual imagery and pictures and diagrams in their learning. They understand that learning often needs playfulness as well as purposeful, systematic thinking.

Less effective learners tend to be unimaginative. They prefer clear cut information and tried and tested ways of approaching things and they feel safer when they know how they are meant to proceed. They function well in routine problem solving with clear cut answers, but are more at sea when originality is required.

Crick 2006

Appendix 4

The Primary School Research Project

The Primary School Research Project was undertaken with 5 primary schools in the UK. The schools came from rural locations as well as towns and included a variety of teachers, some of whom were very experienced, others were in their first few years of teaching. The classes included: 1 class of mixed aged children in Years 4, 5, 6; 2 year 6 classes; 1 year 2 class; 1 class of children in Years 3 and 4. All classes were made up of 25-30 mixed ability children. All staff were supported with half termly group supervision meetings where the work they were doing was discussed and shared. All teachers were given the activities pack that included lesson plans and resources for follow up activities and a professional folder containing a range of academic papers focused on Mental Health and Wellbeing, Attachment and Learning, Emotional Literacy, Developing Resilience and Empathy, Social Skills Development and Developing a Classroom Culture for Learning.

The primary project focused on:

1. Attachment and Learning
2. Learning Dimensions; creativity, meaning making, resilience, changing and learning, curiosity, strategic awareness and learning relationships.
3. Emotional Literacy
4. Temperament
5. Social Inclusion
6. Neuroscience

Class teachers completed a reflection diary, created a scrap book showing the work undertaken within their classroom and shared several case studies with the supervision group.

The feedback from Teachers and Schools was positive. Sessions ranged from 30 minutes in the year 2 class to 50 minutes in the year 6 classes. Each class met with parent and baby 8-10 times spread over an academic year. Alongside of this all class teachers undertook follow up sessions on a weekly or biweekly basis. Teachers enjoyed the baby observations session with their children and felt that the children

were able to access a range of learning from them which they then brought back into the classroom. This included ways of learning, understanding another person's point of view, and being able to both explore and understand different emotions and how they affect our behaviour. Teachers also felt that they benefited from the discussions with colleagues about the work they were doing and the follow up activities. They felt that the observations enabled them to focus on a range of issues which their class were struggling with and that the children were able to develop these through discussion and then in greater depth through the follow up activities.

The Primary Research project showed that children and staff benefited from the work in a wide range of ways:

Appendix 5

Circles for Learning: Primary Schools Research project to support the development of mental health and wellbeing.

www.circlesforlearning.co.uk

Introduction

Children's emotional wellbeing influences their cognitive development, learning, social skills and emotional skills. Durlak, Weissberg, Dymnick, Taylor & Schellinger, (2014); Public Health England (2014).

Evidence shows that work on emotional and social competence and wellbeing has a wide range of educational and social benefits, including greater educational and work success, improved behaviour, increased Inclusion, improved learning, greater social cohesion, increased social capital, and improvements to mental health. (Weare and Gray, 2003).

Identifying ways to support and develop wellbeing in school are therefore important if we wish the children & young people of today to grow into healthy well balanced and successful adults of the future. How to weave this into the curriculum in a way that supports both the teacher's knowledge and development and enriches the experience of young people, was the focus of the Circles for Learning project developed and undertaken by Alison Waterhouse in 5 Primary Schools in East Sussex.

Research Questions

Does the use of parent infant observation within the classroom once a month for a year have an impact on:
* Developing stronger adult child relationships which then impact on behavioural management,
* Developing a classroom culture supportive of mental health and wellbeing,
* Developing social and emotional competencies, including empathy,
* Developing a sense of self including resilience,
* A stronger learning culture where children can engage with and discuss their learning,
* Support staff knowledge and understanding of emotional barriers to learning and the importance of the learning relationship.

What we did

5 primary schools signed up to the research project. The children were from across the year groups including a year 2 class, a year 3 class a year 4, 5 and 6 class and two year 6 classes. The mother and baby were found from within the school community and included non professional parents as well as a professional speech and language therapist, and educational psychologist. All the class teachers were trained and supervised by Alison Waterhouse, an Educational Psychotherapist. Teachers were supported within their own schools to set up the parent infant observations and then met together every 6 weeks as a group to share and discuss what they had done, the response from their children and the impact this was having on both themselves as teachers and their classroom.

After each session Alison shared research or academic papers that supported the learning and observations that the class teachers were experiencing or were discussed in the sessions. Alison met with each teacher on a weekly basis to discuss the next steps they might take and to share resources that they might like to use with the children as follow up activities exploring a range of areas linked to developing positive strategies for Mental Health and Wellbeing.

The impact on Teaching and Learning - Children

Observation	Follow up Activity	Outcome	Long Term Impact
Mum supporting baby to come into class	Temperament and how we manage new situations	Transition Policy written with the children to support their transition to Junior School.	Children were more able to support each other and think about how people were feeling in class.
Baby struggling to put shapes in a shape sorter	Introduction of the word perseverance and discussion about resilience and the strategies you could use when you were struggling.	Class created a list of strategies to try when the going gets tough.	Greater resilience and ability to keep going on work. More supportive of each other and more able to problem solve.
The enjoyment of Mum and baby when they looked at each other.	Class teacher posed the question 'Does love grow brains?'	Research looking for evidence to support different views to enable a debate.	Emotional literacy and an understanding of different points of view. Greater understanding of neuroscience
Mum sharing with children her visit to the hospital and their class baby's sensitivity to milk	Research questions posed by the children	Individual research projects exploring a range of different areas. An exhibition for families.	Research skills, presentation skills, collaboration, Celebration that we are all different.
Watching their class baby look for Mum when she got upset or overwhelmed.	What strategies do we use to self regulate ourselves?	A word thermometer to show the many words that describe angry & sad from strongest to weakest.	Developing emotional literacy Strategies to use to self regulate
A baby trying different ways to put rings on a stick	What skills do you use when you are trying to learn something new? A debate on which skills are best.	Discussion and shared language for how we learn Introduction to the ELLI project.	A language for learning. Understanding about the skills needed and the emotions involved.
A baby learning to crawl.	Learning & the brain. Enquiry—the best ways to learn our spellings	Deeper conversations about learning. We all learn in different ways.	Learning conversations and skills for learning. Greater support for each other.

The impact on Teaching and Learning - Practitioners

Stimulus	Outcome
Understanding Attachment and its impact on learning within the classroom.	This led to working with the children on how to manage PPA time and the creation of a class folder. This supported the relationship between class teacher and children and enabled a discussion to be had about how hard it was for the children when she wasn't there.
How our thoughts impact on our behaviour	This led to one teacher sharing the thoughts, actions, feelings triangle with the children which then supported behaviour management strategies.
Emotional barriers to learning	The parent baby observations created a shared time to talk and think about what the children felt and believed which created better relationships with each other. It enabled discussions about how the children managed frustration, asking for help, accepting help and making mistakes.
Strengthening attunment between teacher and children. Emotional Competencies.	Due to difficulties with focus, concentration and observations the class teacher focused on teaching strategies to manage self regulation and became more attuned to her children's needs. This in turn led to stronger relationships and ability to manage their behaviour within the classroom.
Strengthening observations & supporting reflection questioning and finding out information.	The baby observations highlighted the groups poorly developed questioning, this allowed the class teacher to teach and develop this as a way of finding information and supported children making links with what they were learning.
Observing learning	This led one teacher to use the dimensions for learning to support discussions about what & how the children were learning & to make links with other areas.

The feedback from the research schools was very positive, with all the teachers feeling that the work of the Circles for Learning project had really had an impact on their relationships with the children which, linked with the discussions on managing behaviour, had resulted in better understanding of how to manage the behaviour. Teachers felt that the observations supported their teaching of social skills and managing emotions which they felt had an impact on how children responded to each other both in and out of the class. All teachers felt that the work had improved both a language for learning and also emotional literacy within their classroom and had made for a better classroom ethos of support, acceptance, empathy and learning.

What Next?

* Develop a training programme to support teachers run the project within their schools.
* Develop resources for teachers to use as follow up activities after the observations.
* Measure the impact on emotional and social competencies, learning and self development.
* Explore further the impact of training teachers in how to develop social and emotional competencies and the impact on classroom culture.

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Circles For Learning
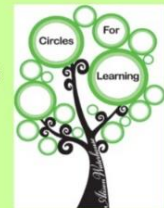
Appendix 6

Circles for Learning : A Whole School Approach & the impact it had

Rationale

We chose to use Circles for Learning as we needed:

- to restore, grow and develop emotional and social well-being in our children and community.

- shared values across the school community.

- to up-skill key staff in their understanding of barriers to learning and to develop a whole school approach to address and prevent these barriers.

- a shared understanding on behaviour development; its management, and equally importantly, its prevention by laying the fundamental emotional building blocks from early years onwards.

- children to have a sense of self in relation to others strong emotional literacy an increased ability to self-regulate.

- the community to have an understanding of Peer Mediation and Restorative Practice.

- to up-skill Governors with an holistic view of children.

- to ensure safeguarding was robust and that staff, parents and pupils had the tools and strategies to address key issues in mental health and well-being.

- a bespoke tool to help us explore cognition, emotions and relationships - it could not be a rigid programme or a 'one-size-fits-all' approach.

?

Do we have any preconceptions?

Are there factors, particular to our community, which have an impact on our children's EHWB and how, as a school community, can we address these?

Are particular groups stronger in one area than another - why is this?

Emotional Literacy Score Audit

■ Teacher ■ Child ■ Parent

Measures

- A baseline was needed to establish the existing strengths and areas for development of the children's social and emotional skills. The children were asked to complete a self-reflection questionnaire. At the same time, we gathered parents' and teacher's views of the child to make a comparison. The questionnaire was accessible for KS2, however with our KS1 we needed to discuss and exemplify the statements on an individual basis—time consuming but beneficial!

- This data was collated into an Excel spreadsheet which allowed the user to filter and drill down to specifics: gender, year group, SEN, lesson type, score against average, disparity between parent and child scores, academic progress.

- Lesson Observations were completed with notes on engagement, emotional literacy, questions and discussion.

- Governor/Academy monitoring reports focussed on progress against the School Improvement Plan and remarked on children's understanding of social and emotional skills, looked at planning and the three types of delivery.

- Parental voice - this is completed 3 times a year along the lines of the Ofsted Parentview questions. Parent forums are also held and opinions were sought on these occasions.

- Pupil voice - included in any observations. 'Triangulation' monitoring also includes discussion with children on their work and school life.

- Behaviour analysis—completed termly. Compares issues, consequences and outcomes.

- SEN impact reports—completed 3 times a year.

- Academic progress - completed 6 times a year and informs pupil progress meetings, future planning, CPD and whole school initiatives.
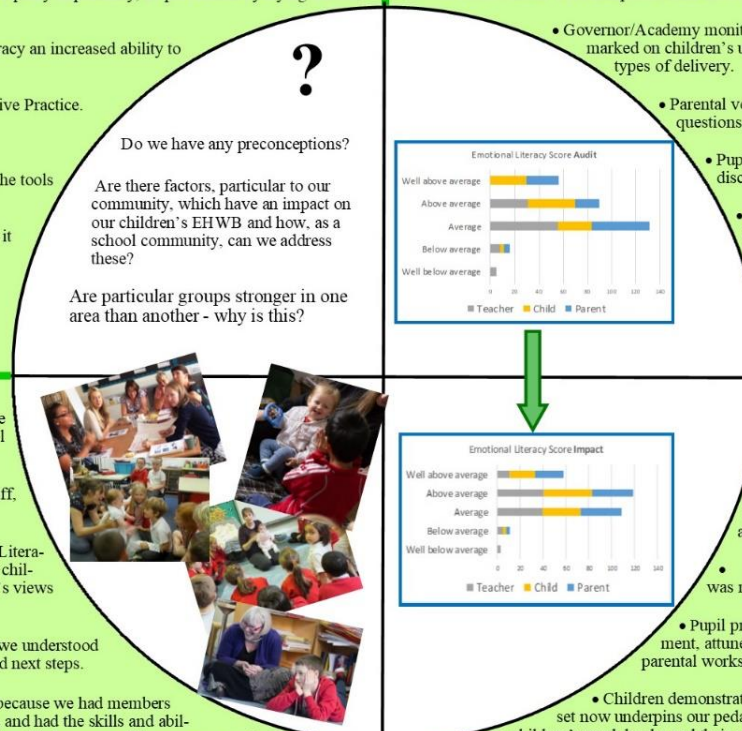
What We Did

- Our SIP had Mental Health and Well-being as a key area, thus ensuring the purpose, delivery, monitoring and milestones were in the fore-mind of all stakeholders; a shared focus to help underpin our school pedagogy.

- We dedicated three Inset days to the training, which was attended by all staff, some governors and parents.

- We completed a baseline for each child using the Southampton Emotional Literacy Assessment Tool (Southampton Psychology Service). This compared children's views of themselves, parents' views of their child and the teacher's views of each child in their class.

- Follow up training and development for identified key staff. This ensured we understood each stage of the project and that we were aware of pitfalls, successes and next steps.

- We decided, as a staff, to run the project in three different ways. This was because we had members of staff that were so passionate about the project, secure in their teaching and had the skills and ability to address the social and emotional aspects for their class. There were staff who were willing to come on the journey, but needed guidance and scaffolding. Our support staff were enthused and committed to the project and we needed to provide them the opportunity to be an integral part of the process.
  We delivered Circles For Learning-
  - As a class - delivering lessons (PSED/PSHE) with regard to the class baselines and needs.
  - As a group - working with key children with identified areas that were well below the average emotional score.
  - As a class—using a visiting baby and parent to engage and stimulate thought, discussion and work.

- Risk assessments were completed which accounted for risks within the setting and also for the health and well being of all stakeholders. We found the project did touch everyone psychologically and emotionally, and as a whole school community, we needed to support each other.

Emotional Literacy Score Impact

■ Teacher ■ Child ■ Parent

Impact

- The curriculum was re-designed to address the children's needs, interests and to provide opportunities to develop their social, emotional and metacognitive skills whilst looking at connecting thinking across subjects. Circles for Learning helped link our curriculum with the newly agreed school's values. These values are now inherent and visible within lessons and children are able to reflect on these in their self and peer assessments. Children speak eloquently and at length about their learning and relationships.

- Disparity between child/parent/teacher views on overall emotional literacy scores was reduced significantly.

- Pupil progress meetings involve greater professional dialogue. Discussions on attachment, attunement and empathy for example, help design interventions, future classwork and parental workshops.

- Children demonstrate greater resilience and perseverance within lessons. An increased growth mindset now underpins our pedagogy, all of which is evident in external reports and more importantly within the children's work books and their attitude to school.

- Behaviour logs shows a decrease in incidents of 38% on the previous year. It also shows a decrease in the number of children involved in incidents from 18% to 4% of the school roll.

- Governors have a far better understanding of barriers to learning and reports on any school improvement have a more holistic view of children's learning. Governors discuss with children their engagement and enjoyment within lessons and the school as a whole. Attainment and achievement are two distinct measures and equal weighting is given to them within academic and emotional development.

Appendix 7

| **Schools Table of Information** |
School	Type	School Information	Staff Trained	Recent Ofsted	Year group at beginning of project	Number of children on the SEN Register	Number of CYP
School A	SEMH special school	The school caters for secondary-age students who have autistic spectrum conditions, or behavioural, social or emotional needs. All have a statement of SEN or EHCP. Almost all students are from a White British background, and the vast majority are boys. About 40% have joined the school later than the start of Year 7. The proportion of students for whom the school receives additional pupil premium government funding is above average. This is for pupils who are known to be eligible for free school meals and those in the care of the local authority. The school coordinates the work of an outreach team who provide a range of special educational needs support services to local mainstream and special schools. School A chose to run the project for the children entering school in year 7. They felt that the work would enable the staff within school to understand the children better and that it would be a beneficial transition piece of work that would focus on relationships, which would ultimately have an impact on the young people's transition into school and thus their MHWB	1 Teacher 1 Teaching Assistant	Outstanding	Y7	All 7 CYP	7 children
School B	Mainstream Academy	Is a larger than average non-selective academy of 1100 students including sixth form. Most student are of white British heritage. 50% of the schools intake receives support through the pupil premium, which is high. The proportion of pupils with SEND is much higher than average. School B chose to run the project with a mixed group of CYP in Y7, Y8 and Y9. The Lead Practitioner was the Lead Practitioner for Behaviour support and was co-working the project with the Deputy SENCo. They discussed the project with the SEND team and the Behaviour Support Team and identified CYP who they felt would benefit from the project most creating a Y7-9 group.	2 Teachers	Requires Improvement	Y7, Y8, Y9	7 children	12 children

School C	Mainstream Academy	Is a co-educational non selective secondary school academy of under 1000 11-18yr olds. This includes a 6th Form. Most students are from White British backgrounds and the proportion of students who speak English as an additional language is well below the national average. The proportion of students supported by the pupil premium is well below the national average. The proportion of disabled students and those who have special educational needs is below average. School C chose to run the Project with a mixed class of Y9 and Y10 CYP. The lead practitioner discussed the project with staff and identified a small group of CYP who they felt would benefit from the project.	1 Teacher 3 Teaching Assistants	Good	Y9	6 children	12 children
School D	Special School Complex Needs	Is a local authority special school for children aged 3-19 of approximately 100 students. The school provides for pupils with a wide range of difficulties. The two largest groups have sever learning difficulties and ASC. A small number of pupils have moderate learning difficulties and a small but growing number have profound and multiple learning difficulties. Many children within the school have challenging behaviour. The majority of CYP have an EHCP. There are twice as many boys as girls and twice the average proportion of CYP from minority ethnic families, many speaking English as an addition language. Pupils from white British heritage make up about half the pupil population. School D chose to run the project for young people in KS4 and KS5 as they felt that the children within these year groups would benefit most from the project and would be able to transfer what they observed and experienced with the parent-baby interactions to aspects of their own life via a focus on communication	2 Teachers	Good	KS4& KS5	All 12 CYP	12 children
School E	Special School Academy ASC	Is an all through academy SEMH School for children aged 4-16yrs. Al the CYP who attend the school have a diagnosis of ASC and all have an EHCP. At present there is under 100 young people within the academy. School E chose to run the project with the CYP in lower secondary classes, these would be compiled of CYP in Y5, 6 and 7. The Lead Practitioner felt that working with a mixed group would fit in with the way the school worked and would support the work being undertaken at that phase.	1 Teacher 1 Speech and Language Therapist 1 Occupational Therapist 1Teaching Assistant	The School had to withdraw due to staff changes			

Appendix 8

First Interview Questions for Practitioners doing the Circles for Learning Project in Secondary Schools.

1. In what 3 ways has the training on attachment neuroscience and learning, for the Circles for Learning Project, impacted on your practice?

2. In what 3 ways has the training on emotional barriers to learning, for the Circles for Learning Project, impacted on your practice?

3. Give 2 ways that the baseline assessment sharing how your young people think about themselves (Buttler SIP) has impacted on your work with them.

4. Give 2 ways that the baseline assessment on emotional literacy has supported your practice with the young people undertaking the project?

5. Give 2 examples of how the ELLI profile baseline has supported your work as a practitioner?

6. How has the Circles for Learning project supported the development of emotional competencies with your class?

7. How has the Circles for Learning project supported the development of social competencies within your class?

8. How has the Circles for Learning project (observation with parent and baby and training) impacted on your relationships with the young people you work with?

9. How has the the Circles for Learning project (observation with parent and baby and training) impacted on your behaviour management with the young people you work with?

10. Give 5 examples of how the Circles for Learning project (Infant and parent observation and training) has impacted on your classroom culture to support Mental Health and Wellbeing.

Share a case Study showing a piece of work undertaken with a young person sparked by the parent infant observation or follow up work that has had an impact on that young person in some way.

Share 4 Photographs of children working on the project.

Share and discuss Scrap Book/ Learning Journal of lead practitioner.

Second Interview Questions for Practitioners doing the Circles for Learning Project in Secondary Schools.

1. Follow on from themes each school raised or were exploring in interview 1. This will be specific for each school.

2. How has the project progressed?

    What are you really pleased with?

    What has been difficult?

3. What have you gained as a practitioner?

4. How would you like to develop the project in your environment?

5. How could you develop the coaching aspect of the work?

6. How have you developed the social skills aspect of the work?

7. How do you think the group has developed?

    Is there anything that you would like to alter or develop further?

8. How do you think the CYP have benefited from the project?

    -   Social skills

    -   Emotional literacy

    -   Relationships

    -   Talking about learning/themselves as a learner

9. How do you think the work fits in with the work school is doing around MHWB?

Share a case Study showing a piece of work undertaken with a young person sparked by the parent infant observation or follow up work that has had an impact on that young person in some way.

Share 4 Photographs of children working on the project.

Share and discuss Scrap Book/ Learning Journal of lead practitioner.

End of Project Questions for Teachers

1. Have you enjoyed running the project in your school?

   Please give 3 reasons why or why not

2. How has the work had an impact on your practice?   Please give 3 examples

3. How has the Project influenced staff knowledge and understanding on emotional barriers to learning and attachment either in the classroom or within school?

4. How has the Project had an impact on your classroom environment?
   Please give 3 examples

5. How has the project had an impact on the learning culture within your classroom?
   Please give 3 examples

6. How has the Project had an impact on your relationship with the children and young people?
   Please give 3 examples

7. How has the project had an impact on the CYP self-esteem?
   Please give 3 examples

8. How has the project had an impact on social skills?
   Please give 3 examples

9. How has the Project had an impact on Emotional Literacy?
   Please give 3 examples

10. How has the Project supported MH and WB within your class or school
    Please give 3 examples

11. Would you consider running the project again?
    Why?

Appendix 9

Teacher Self-Profile
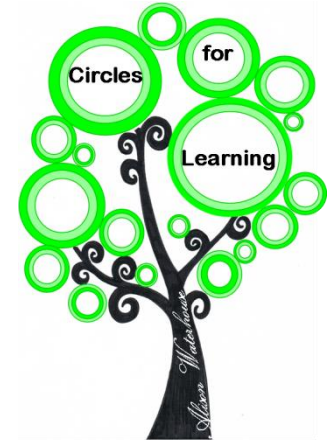
1.   I like to try new experiences or challenges.

| 1 | 2 | 3 | 4 | 5 |

1 — A lot like me

3 — Sometimes

5 — Not like me at all

2. I reflect on my lessons at the end of each day.

| 1 | 2 | 3 | 4 | 5 |

1 — A lot like me

3 — Sometimes

5 — Not like me at all

3. I enjoy developing my knowledge and understanding of Teaching and Learning.
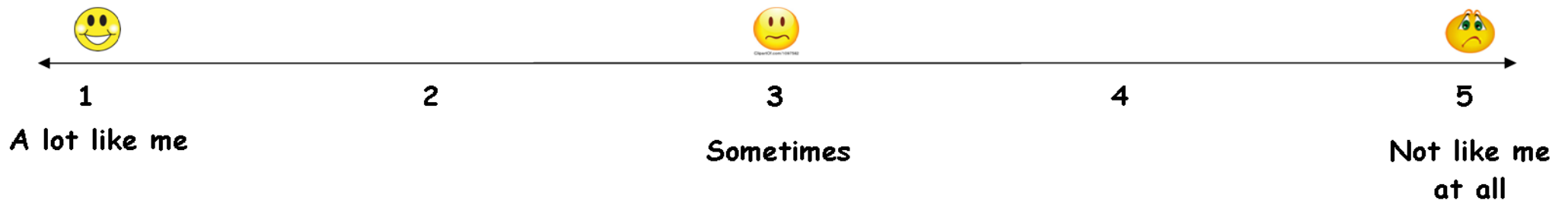
1	2	3	4	5
A lot like me		Sometimes		Not like me at all

4.   I enjoy learning myself.

1	2	3	4	5
A lot like me		Sometimes		Not like me at all

5.   I am knowledgeable about attachment and its implications for learning.

1	2	3	4	5
YES		Some		NO

6.   I am knowledgeable about neuroscience and learning and use this in my teaching.

1	2	3	4	5

YES

Some

NO

7.   I am knowledgeable about emotional literacy development and embed its development in all of my teaching.

1	2	3	4	5

YES

Some

NO
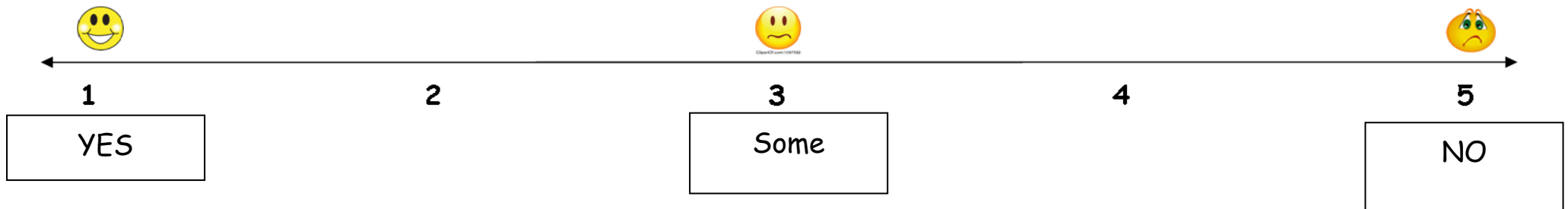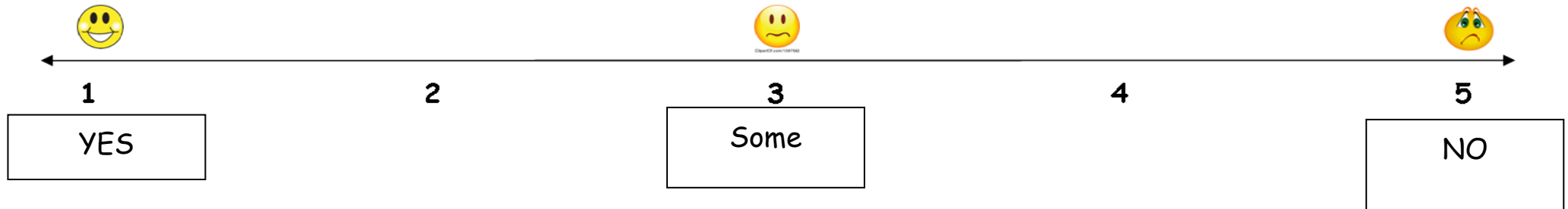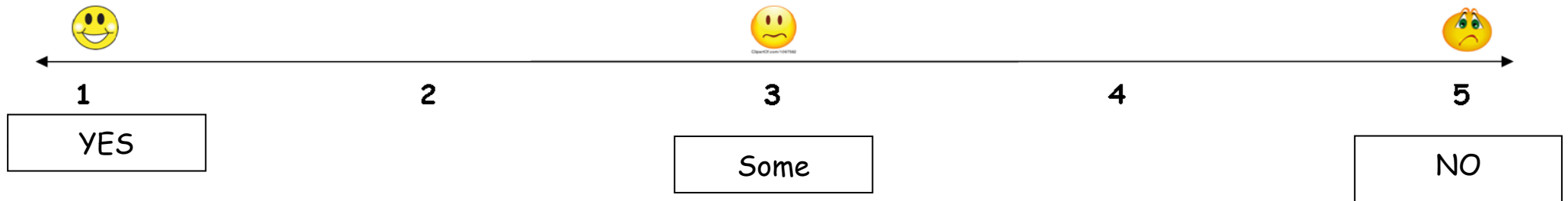
8. I am aware of temperament traits and use this knowledge when working with children in my class.

1	2	3	4	5

YES

Some

NO
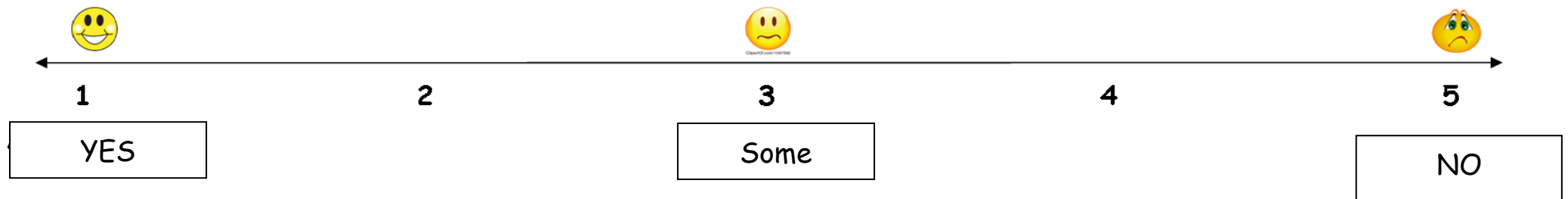
8b. What strategies do you use to help you cope with set-backs and problems when you are learning

8. I feel comfortable contributing to staff discussions about understanding behaviour and strategies to manage behaviour linked to attachment, neuroscience and temperament.

1	2	3	4	5
A lot like me		Sometimes		Not like me at all

9. I believe developing a positive relationship with children is essential if I am going to support their learning?

1	2	3	4	5
YES		SOME		NO
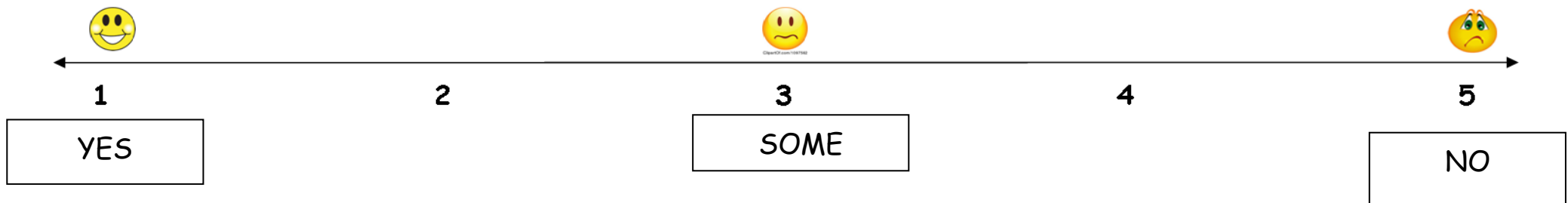
10.   I work in a school that has a variety of strategies and systems to support inclusion and help children understand the implications of bullying and social exclusion.

1	2	3	4	5

YES		SOME		NO
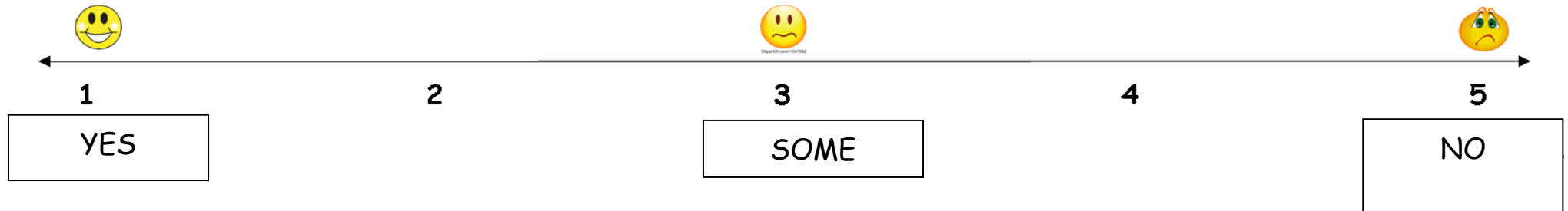
11.   I use a range of strategies within my class to develop children's creative thinking skills.

1	2	3	4	5

A lot like me   Sometimes   Not like me at all

12.   I use a range of strategies within my class to help children develop resilience in their learning.

1	2	3	4	5

A lot like me   Sometimes   Not like me at all

13. I consistently use learning to learn language in each of my lessons with the children to develop their skills for learning and not just their knowledge.

```
1               2               3               4               5
A lot like me                Sometimes              Not like me
                                                      at all
```

14. I use a range of things within my classroom environment to develop learning skills and social and emotional development. My top 3 are:

    1.

    2.

    3.

15. I use a range of strategies to support home school partnership. My top 3 are:

    1.

    2.

    3.

16. My hopes for the Circles for Learning Project are?

1.

2.

3.

4.

5.

18. I will know it has been successful because:

1.

2.

3.

4.

5.

CfL Teachers Pre-project Questions & Post-project Questions

Questions 1-4 were put on a spectrum from 1-5. 1 being a lot like me, 3 being sometimes and 5 being not like me at all.

Questions 5-11 were on a spectrum from 1 being Yes, 3 being Some, and 5 being No.

Question 8b asked for strategies and so became a list.

Questions 12-14 were on a spectrum from 1-5 1 being a lot like me, 3 being Sometimes, and 5 being Not like me at all.

Questions 15 to 18 asked for lists

	School D		School C		School B		School A	
Questions	Teacher A Beginning of Project	Teacher A End of Project	Teacher A Beginning of Project	Teacher A end of project	Teacher A beginning of project	Teacher A end of project	Teacher A beginning of project	Teacher A end of project
I like to try new experiences	2.5	2.5	1	1	1	1.5	2	1
I reflect on my lessons at the end of each day	1	1.5	2	2	3	1.5	3	2
I enjoy developing my knowledge of Teaching and Learning	1.5	1.5	2	2	2	1.5	1	1
I enjoy learning myself	1	1.5	1	1	2	1.5	1	1

I am knowledgeable about attachment and its implications for learning	3	2	2	2	3	3	1	1
I am knowledgeable about neuroscience and learning and use this in my teaching.	3	2	4	3	4	4	1	1
I am knowledgeable about emotional literacy development and embed its development in all of my teaching.	2.5	2	3	2	3	2	1	1
I am aware of temperament traits and use this knowledge when working with children in my class.	1.5	2	3	1	1	1	3	3

What Strategies do you use to help you cope with setbacks and problems when you are learning?	1.Use previous experience of difficulties to develop self-talk – you can get through this. 2.Take time out and return latter. 3.Look to talk with others 4.Think/Reflect	Practice skills, prepared to work hard, think about strategies that have been successful previously, use this thought to motivate perseverance, think about why I want to learn (to maintain motivation) try to identify and work on factors within my influence.	1.Distraction 2.Return 3.Different place to work	De-escalation Diversion	1.Stop re-read and try to rephrase. 2.Ask help from a friend or colleague. 3.Walk away and come back when I am calmer.	1.Stop think do (stop what I am doing if it is not working, rethink my plan put new plan in place.) 2. Ask others for support or advice	Mindfullness	I research answers to areas I am less sure of.
I feel comfortable contributing to staff discussions about understanding behaviour and the strategies to manage behaviour linked to attachment neuroscience and temperament.	1.5	1.5	1	1	1	1	1	1
I believe developing a positive relationship with children is essential if I am	1	1	1	1	1	1	1	1

going to support their learning								
I work in a school that has a variety of strategies and systems to support inclusion and help children understand the implications of bullying and social 1exclusion.	1	1	2	1	2.5	2	1	2
I use a range of strategies with my class to help develop children's creative thinking.	3	2	1	2	2	1	3	3
I use a range of strategies with my class to help children develop resilience in their learning	2	2	3	2	2	1	3	2
I consistently use learning to learn language in each of my lessons with the children to develop their skills for learning and	2	2	3	2	3	1	5	2

not just their knowledge.								
I use a range of things within my classroom environment to develop learning skills and social and emotional development. My top 3 are:	1.Structured learning 2.Make explicit positive behaviours that are good for working well together support students to reflect on this – are you being friendly? 3.Scaffolding tasks	1. Planning learning based on knowledge of pupil's interests and motivations 2. Success criteria for working alongside other people 3. Zones of Regulation	1. Developing meta-cognition by not giving the whole picture straight away. 2.Think, pair, share 3. Pauses for breathing and grounding.	Welfare check in Reflect back the Why we are doing this. Plenary	1.Calm space 2.Alternative curriculum 3.Positive reports	1.safe environment for safe discussions 2.clear boundaries 3. No question is a wrong question	1.SEAL 2.Own Knowledge/Experience	1. Modelling 2.Discussion 3.Direct Teaching
I use a range of strategies to support home school partnership. My top 3 are:	1. Home school diaries keep parents informed of day to day activity/progress 2. .Pay clear attention to parents' wishes expressed in EHCP and set targets and work towards this. 3. .Listen to needs/Offer practice support.	1. Home school diary 2. Listening and acting on parents' concerns/wishes expresses in EHCP Reviews, Parent evenings, other correspondence, home school diary	1.Regular emails 2.Invitations to parents of SEN to meet 3.Discussion 360 support with students	Regular contact – email and personal Supportive yet realistic approach Honest non critical dialogue	1.Email/phone calls home fairly regularly. 2.Good communication with house teams.	1. Contact books 2. Good communications	1.Relationship build – using first names 2.Very regular contact	The school system is designed with contact at its heart. First name terms Empathy
My hope for the Circles for Learning Project are:	1. .For students to learn about babies/toddlers and apply learning to themselves.	1. Opportunity for students with label of learning disability to interact with a	1.To encourage students in the positive expression of emotions 2. For me to understand	1.Tounderstnad Students emotional literacy profile 2.To develop strategies/ideas for	1.Develop emotional resilience in a group of YP. 2.Staff development-to become aware of	1. Allow pupils a safe space to discuss emotions	1.Develop new skills strategies to use across school 2.Develop students attachment	Build student emotional regulation Develop student empathy

	2. To be able to work with Alison and develop the project to meet respond to the needs of students 3.Develop a tool to teach PSHE within the curriculum 4.Work in a wider context than Oakview	young baby in a safe environment. 2. Opportunity to respond and encourage students interactions with the baby – using this way to let the students lead the learning /interpreting their behaviours as questions 3. Opportunity for CYP to demonstrate their knowledge and understanding of the needs of others- for students with ASC showing understanding of social interactions and social rules 4. Opportunity for students to experience and demonstrate emotions relating to caring, related to confidence and competence and self-esteem. 5. For one student Mm reported a reduced response to babies when	behaviour traits linked to need. 3 .To develop strategies facilitating resilience 4. Constructing guidelines for staff to address emotional issues first leading them to learning.	students to build emotional resilience 3. For students to recognise stages in development 4. A greater articulation from students of having their needs met. 5. For us all to have a stimulating and interesting experience.	pupil need/behaviour 3.Self learning development on how to help more pupils. 4.Increase areas that are around school that are calm/safe spaces	2. Pupils to recognise their own needs 3. SLT to understand the importance of emotional resilience 4. The results will impact all areas of pupils lives 5. Pupils to develop empathy 1. Behaviour logs have reduced 2. House points have increased 3. Less time in referral room 4. Pupils happy to engage in open and honest conversations 5. SLT willing to run it again with new group of pupils.	3.Improve students parenting skills	Improve student confidence with baby/small child

		out in the community i.e. perhaps he was able to tolerate the uncertainty or perhaps he just had greater understanding						

Appendix 10

Alison Waterhouse
Circles for Learning Training
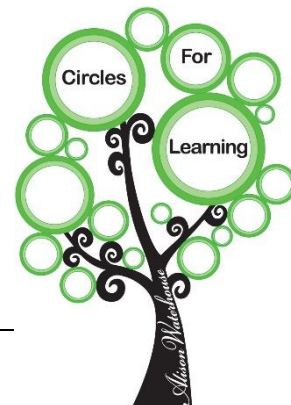
Name

_____

Please rate each category on the following scale by placing a tick in the relevant box

1	2	3	4	5
Poor	Satisfactory	Good	Very Good	Excellent

I would then very much appreciate your more detailed comments and reflections on each section. If there is not enough space on this form then please continue on an additional sheet. There is a space towards the end of this form that you can use to write an overall comment.

1. Quality of trainer. You may want to comment on the trainer's styles, knowledge levels and overall effectiveness

1	2	3	4	5

Comments:

2. Quality of training materials and resources as well as quality of training rooms and refreshments.

1	2	3	4	5

Comments:
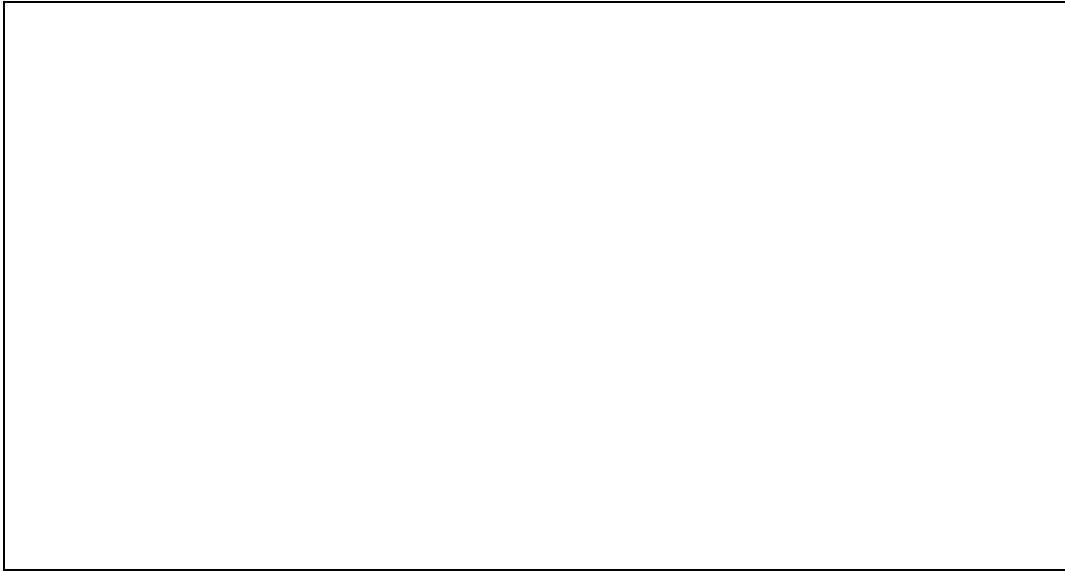
3. How effective was the course on meeting your expected outcomes?

1	2	3	4	5

Comments:

4. Which aspect of the training was of most interest to you and why?

Comments:

5. How, and in what context do you now intend to use what you have learned?

Comments:

6.   Do you have any suggestions as to how the course could be improved?

Comments:

7.   Overall comment:

Signed:
_____

Appendix 10

Staff Training Lead Practitioner Feedback

Ratings: 1 poor, 2 Satisfactory, 3 Good, 4 Very Good, 5 Excellent

Questions	A		B		C			D
Quality of trainer. You may want to comment on the trainer's styles, knowledge levels and overall effectiveness	**4**	**5**	**5**	**5**	**5**	**5**	**5**	**5**
	Very knowledgeable – inclusive training with lots of audience involvement.	Clearly passionate and well read. The researcher has been an enthusiastic trainer. I appreciate the wide range of resources that the Researcher has created and collected and I feel confident now to develop the programme for my school.	Relaxed and very informative. Lots of opportunities to ask questions and discuss issues raised.	Trainer was extremely knowledgeable. Theory linked nicely to the actual delivery of the course.	Engaging speaker with a range of styles including narrative and personal anecdotes with storytelling techniques to keep the interest alive. Clearly in confident command of all the materials. Effective and with a sense of humour.	Well-paced, good knowledge and able to adapt to meet different needs/strategies required in the different environments/student needs.	I have found the days really beneficial and they have given me ideas of work that could be done to support students in developing their emotional resilience and wellbeing. I feel this is very important part of a pastoral role in school and one which I would like to increase my time spent on. The delivery of the course was very interesting and relevant with lots of useful resources and felt able to participate.	Very informative – brings a wealth of experience. It has been a sharing experience – we have been supported to merge or knowledge.
Quality of training materials and resources as well as quality of training rooms and refreshments	**4**	**5**	**5**	**5**	**5**	**5**	**5**	**5**
	The Researcher providing all materials on USB which will be very helpful. Training room/refreshments	Brilliant use of visuals and video. I enjoyed the range of activities too. The room was bright and	Good training materials.	Extensive training materials provided. Very Child friendly and high quality.	Everything provided and thoroughly explained.	Lots of useful resources given and links to do won research.	Lots of excellent resources provided – thank you.	Lots of relevant reading materials to follow up on.

	perfectly acceptable.	comfortable but students outside of the window were slightly distracting at times. Not much of an issue for me personally though.						
How effective was the course on meeting your expected outcomes?	**4**	**5**	**5**	**5**	**5**	**4**	**5**	**4**
	More about the resources for the programme than the practical application within school.	Made me feel informed of expectation and secure that I will be able to pull this off!	The course met all my expectations. I felt it was well structured and kept a good pace. I now have a clear understanding of what we are to do when delivering the series of lessons.	Well adapted to address queries and questions.	I am now feeling clearer on the details and course of the project, thus feeling clear on how to run it here.	Lots if ideas to bring into the classroom. A new and interesting way to support students in learning skills, emotions /social skills /communication	Reaffirms my belief – there is a reason for most behaviour and the importance of understanding attachment.	I like that we have discussed around the subject – there have been some focused information or running sessions – but there is still planning to do – we have been given space to develop this in the way we want.
Which aspect of the training was of most interest to you and why?	I very much enjoyed the theoretical side to explain the day to day interactions.	Watching and dissecting videos of interactions and of the session in primary schools.	Mases of free useful materials and resources. Child friendly. Good training room and yummy biscuits!	Emotional intelligence and models of discussions around video clips.	The minute of the observation and link to describing behaviour both historically (ie in early development) and in the current situation	Attachment students in school may be affected and understanding and strategies to support.	Placing importance on emotional resilience and that children need to build these skills and understanding to help them understand themselves and achieve.	It was all interesting and relevant to the work we do with young people with autism and leaning impairments. It gave another angle on information and learning we already have. I am certainly thinking about attachment more and how autism /developmental delay interacts with this.
How, and in what context do you now intend to use what you have learned?	Whole school training to increase understanding of the actual programme and associated implication in	I look forward to setting up the Circles for Learning class in my SEMH secondary school with Y7's as well as	We will start our project in Jan and be in consultation with the researcher to develop pupils learning and understanding.		With a Y9 group. 12 students with SEN and or a high level of emotional needs. Aim to help the students to develop their	September PSHE – introduce to class a way of understanding emotions. Support communication and social skills	I will become involved with the Y9 group within my school and see how this works with the baby coming in. I am interested in the	

	relation to understanding our emotions reactions and responses.	keeping attachment in mind in relation to my regular duties.			emotional resilience.	interacting with others/each other	responses and thoughts that it will evoke in the students. I would like to introduce Circles for Learning with identified students in the year group I work for.	
Do you have any suggestions as to how the course could be improved?		None	No. I felt that Alison made every accommodation to work with us and what worked for us. We tried to accommodate other schools but unfortunately this didn't work.	Time line tick box of tasks to complete before during and after. Forms etc.	Not initially	A very enjoyable interesting course. Lots of ideas and learnt a lot about attachment especially. A good reflection on own practice.	No not really – it was delivered well, it was easy to follow and interesting to take part in.	
Overall comment:		Thoroughly enjoyed the training and looking forward to the next day and outcomes of using this in my school.	I am very excited about starting this project and I know that the Researcher will support and work with us where necessary. I feel that this training could benefit our pupils and help them develop a further sense of self.		A stimulating informative and enjoyable two days with a good variety of material, enough challenge of thought and some laughs to help the learning. Thank you!		Thank you for offering this to us and for reminding me or reassuring me that there is more to young people's development than just being a statistic!	

Appendix 11

Summary of Assessments used with CYP		
Assessment	**Area of Focus**	**Description**
Effective Lifelong Learning Inventory	Learning Dimensions	Is a 72-item questionnaire to explore what children and young people think and believe about themselves linked to 7 dimensions of learning: Creativity, Curiosity, Meaning Making, Strategic Awareness, Resilience, Learning Relationships and Changing and Learning. The Researcher chose to use the ELLI profile as it created a visual interpretation of how CYP thought about themselves as learners and was a descriptive assessment which could be used as the focus of learning conversations rather than a measure of CYP capacity to learn.
Butler Self Image Profile	Self-esteem	The Butler Self Image Profile shows 'actual self' assessment against 'ideal self' assessment for each of the 25 areas assessed. Due to the way the assessment is created an immediate visual display can be seen which focuses on the individual's self-perception of actual self. On an item by item level the assessment allows the researcher to see where the individual wishes to change. The overall score shows the larger the discrepancy the lower the self-esteem.
Southampton Emotional Literacy Assessment	Emotional Literacy	The Southampton Emotional Literacy Assessment (SELA) was chosen as it enabled assessment of emotional literacy according to the perceptions of CYP, teachers and parents. It coveres the 5 dimensions of emotional literacy: self-awareness, self-regulation, motivation, empathy and social skills. The profiles created show both areas of strength and weakness and can easily be discussed with CYP.

The Self Image Profile
For Adolescents (SIP-A)

Richard J Butler

Name: Age:

Sex: Male / Female   Date:

Please read the instructions carefully. If you do not understand, ask for help.

1. First, please shade the box ▮ according to *how you think you are* using the 0 - 6 scale where, 0 means 'not at all' like the description and 6 means 'very much' like the description.

2. Then, put a star in the box ⎡ * ⎤ according to *how you would like to be*.

There are no right or wrong answers. Use any number along the scale to show how you think of yourself.

DO NOT WRITE BELOW LINE

SI + ve	SUM OF ITEMS 1 - 12	
SI - ve	SUM OF ITEMS 14 - 25	
SD	SCORE ON ITEM 13	
SE	SUM OF DISCREPANCY SCORES	

		Not At All					Very Much		DISCREPANCY SCORES
		0	1	2	3	4	5	6	
1	Kind								
2	Happy								
3	Friendly								
4	Funny								
5	Helpful								
6	Hard Working								
7	Talkative								
8	Confident								
9	Sporty								
10	Intelligent								
11	Fun to be With								
12	Good Looking								
13	Feel Different from Others								
14	Lazy								
15	Annoying								
16	Moody								
17	Mess About								
18	Shy								
19	Cheeky								
20	Loud								
21	Sarcastic / Bitchy								
22	Worry a Lot								
23	Bossy								
24	Short Tempered								
25	Get Bored								

Emotional Literacy Student Checklist

Ages 11 to 16

First name .... Surname ....

Date .... Year group ☐ Male ◯ Female ◯

Here are some questions about you. Please try to answer them as honestly as you can. Read each question and then put a tick in one of the boxes. Make sure you do each question.

Here is an example of how to answer the questions. If you do not think you are good at many things, you would tick the box 'not like me at all'.

	Very like me	Quite like me	Only a bit like me	Not like me at all
I am good at many things.				✔

Now please answer the rest of the questions.

		Very like me	Quite like me	Only a bit like me	Not like me at all
1	I try to listen to other people's views even when I think they are wrong.				
2	I often forget what I should be doing.				
3	I am aware of my own strengths and weaknesses.				
4	I often lose my temper.				
5	A lot of people seem to like me.				
6	I know when people are starting to get upset.				
7	I tend to leave things to the last minute.				
8	When I'm sad, I usually know the reason why.				
9	I get upset if I do badly at something.				
10	I can make new friends easily.				
11	I get annoyed when other people get things wrong.				

Please turn over

✶ GL Assessment

		Very like me	Quite like me	Only a bit like me	Not like me at all
12	I carry on trying even if I find the work difficult.				
13	I am easily hurt by what others say about me.				
14	I calm down quickly after I have got upset.				
15	I am rather a shy person.				
16	When I notice people getting upset, I try to help them feel better.				
17	I make a good effort with most of my school work.				
18	I tend to put myself down even when I have done something well.				
19	I am usually a calm person.				
20	I spend too much time alone.				
21	I try to help someone who is being bullied.				
22	I get distracted easily from what I'm supposed to be doing.				
23	I worry a lot about the things I'm not good at.				
24	I can wait patiently for my turn.				
25	I can make friends again after a row.				

Thank you for filling in this checklist.

GL Assessment

Emotional Literacy Teacher Checklist

Ages 11 to 16

Student's name _____ Completed by _____

Date _____ Year group ☐ Male ◯ Female ◯

Please look at each statement and put a tick in the box that best describes how this student generally is. There are no right or wrong answers. Please ensure you answer all the questions.

	Very true	Somewhat true	Not really true	Not at all true
1 Listens to other people's point of view in a discussion or argument.				
2 Gives up easily when faced with something difficult.				
3 Is aware of his/her own strengths and qualities.				
4 Loses temper when loses at a game or in a competition.				
5 Laughs and smiles when it is appropriate to do so.				
6 Is intolerant of people who are different from him/her.				
7 When starts a task or assignment, usually follows it through to completion.				
8 Finds it hard to accept constructive criticism and feedback.				
9 Is liable to sulk if doesn't get his/her own way.				
10 Makes the right kind of eye contact when interacting with others.				
11 Is insensitive to the feelings of others.				
12 Leaves things to the last minute.				
13 Can recognise the early signs of becoming angry.				
14 Remains calm and composed when loses or 'fails' at something.				
15 Is disliked by many of his/her peers.				
16 Is very critical of others' shortcomings.				
17 Does things when they need to be done.				
18 Can name or label his/her feelings.				
19 When things go wrong, immediately denies that it is his/her fault or blames others.				
20 Has a sense of humour and fun that is used appropriately.				

GL Assessment

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Effective Lifelong Learning (ELLI)

QUESTION

I'm continually improving as a learner

I can feel myself improving as a learner

I expect to go on learning for a long time

I like to be able to improve the way I do things

I like it when I have to try really hard to understand something

When I am really interested in something I find it easy to learn

I like to question the things that I am learning

Getting to the bottom of things is more important to me than getting a good mark

I prefer an interesting question to an easy answer

I like to think things out logically and carefully when I'm learning

When learning is hard, I tend to find it interesting

I don't like to accept an answer till I've worked it out for myself

I like facing new challenges

When I am learning something new I try to think of other things that I have already learned

I like it when I can make connections between new things I am learning and things I already know

I like to have a good reason to learn something

I like learning new things when I can see how they make sense for me in my life

I like to learn about things that really matter to me

It is important to respect other people's views even if they are different from mine

I make connections between what I am learning and what I have learned before

I sometimes do something different when I am learning just to see what will happen

Stories help me in my learning Quite a lot like me

I like to try out new learning in different ways

I often use my imagination when I'm learning

If I wait quietly, good ideas sometimes just come to me Quite a lot like me

I get my best ideas when I just let my mind float free Yes very much like me

I feel it's OK to try different things out in my learning

I like to try out new ways of doing things even if there is very little time

Sometimes good ideas just come into my head

I like to imagine how other people might feel and think about things

There is at least one person at home who is an important guide for me in my learning

I prefer to work on a problem on my own

I like working on problems with other people

I feel that my family is an important source of learning for me

I usually learn best on my own

Talking things through with my friends helps me to learn

I enjoy discussing difficult problems with my friends

There is at least one person in my community who is an important guide for me in my learning

I can usually work well with people I have just met

There is at least one person at home who has helped me to learn

I learn equally well on my own and with others

I am able to use other people's suggestions in my work

If I get stuck with a learning task I can usually think of something to do to get round the problem

I often have a good idea of how long something is going to take me to learn

When I find learning boring I can usually find a way to make it interesting

If I do get upset when I'm learning, I'm quite good at making myself feel better

I often change the way I do things as a result of what I have learned

I know that if something is important I can find a way to learn it

I know I can learn in my own way, even if my friends think it's a waste of time

I have ways of making myself learn if I don't feel like learning

I think about everything that I will need before I begin a task

I know I can find a way of solving a problem if I have enough time to think

I like to find my own ways of doing things

I like to find my own ways of doing things even if everybody else is doing it a different way

I often look back and think about what I have learned

When learning is hard, it's usually because I didn't have enough help

When I'm stuck I don't usually know what to do about it

I tend to avoid trying to learn new things because I don't like feeling confused and uncertain

When I'm not able to master something, it's usually because I don't know how to go about it

When I don't understand something I tend to struggle with it for a while

When I have to struggle to learn something I think it's probably because I'm not very clever

When I learn things well it's usually because I had plenty of help

My learning ability stays pretty much the same

When I have trouble learning something I tend to get upset

Sometimes when I start a task I don't know what I am going to do until I see my friends getting on with it

I find it difficult when my teacher criticises my work

I find it difficult when I am not given clear instructions about how to do something

I know it's easy to learn if all my friends are learning the same as me

I need others to be able to learn

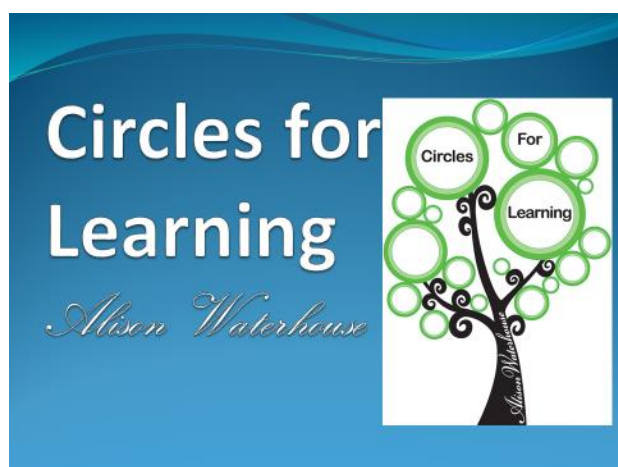I always do the same thing when I am learning

I find learning hard when I am not told how to go about it

I always begin a task without thinking about it first

Appendix 12

Introduction to the CfL Project

Circles for Learning
Alison Waterhouse

Circles for Learning Objectives

- To create an emotionally literate classroom culture where young people can feel safe and can discuss a range of topics and how they feel about them.
- To develop a stronger learning culture within the classroom: to develop and strengthen knowledge and understanding about skills for learning and enable young people to engage with and discuss their learning and to create a shared language for learning.
- To strengthen and develop knowledge and understanding of the impact of emotions on learning, how relationships and attachment impact on learning and to develop strategies to overcome these.
- To support staff feel confident in developing a culture for wellbeing including healthy mindsets and strategies to manage change, challenge and transition.
- To explore the development of self and develop positive self esteem, resilience and healthy habits of mind.
- To support the understanding of relationships & social interactions and understand the impact of these on our development.
- To develop a classroom culture and environment that supports the healthy development of mental health and wellbeing.

Staff Training

Day 1
- The Circles for Learning Project: What is it and how it developed.
- How to set up a Circles for Learning project.
- The Research Project.
- Attachment Neuroscience and Learning

Day 2
- Emotional Literacy including emotional barriers to learning
- Developing the Role of the Learning Guide
- Setting up the Project

Day 3
- Learning Dimensions.
- Development of Self
- Using the Resources

Objectives of the day.

•To explore and understand how the Circles for Learning Project works.

•To understand how to set up the project and run this in school with a group of children.

•To explore and understand the 6 themes that the Circles for Learning Project develops.

•To explore and understand the role of the Learning Guide.

•To understand how to set up and run the Research Project.

•To explore and understand the impact of attachment on learning.

Circles for Learning: How it came about.

Baby Observation

Skills for Learning ELLI

Katie's fascination of her friends baby.

Work in schools as a SENCo

Development of empathy

Development of Social and Emotional wellbeing

The 6 Dimensions of Circles for Learning

- Emotional Literacy
- Mental Health and Wellbeing
- Development of Self including resilience, mindsets, self esteem and self regulation.
- Learning Relationships
- Neuroscience including the links with mindsets and self regulation, relationships and developing healthy habits of mind.
- Learning dimensions: Creativity, Curiosity, Changing and Learning, Resilience, Learning Relationships, Meaning Making.

The Research Project

- Baseline Evidence.
- Learning Log for Staff.
- Case Study child for each member of staff.
- Photographs showing children with parent and child.
- Photographs showing children working and interacting.
- Photocopies of work.
- Support – once a term to meet up and discuss how the project is going.
- Ongoing support via phone or emails
- Facebook page to share information

Research Questions

- Does the use of parent child observations in a secondary school classroom once a month for a year
- Develop a stronger learning culture?
- Develop young peoples ability to engage with and discuss their learning?
- Develop emotional literacy?
- Strengthen self esteem?
- Develop staff knowledge and understanding of emotional barriers to learning and attachment and learning?
- Develop stronger adult child relationships within the classroom which then impact on better behaviour management within the classroom?
- Develop a classroom culture supportive of mental health and wellbeing.?

The Role of the Learning Guide

- To use the baby observations to stimulate exploration and discussion around areas of interest/need.
- To create a secure environment to explore a range of issues that children bring to the project.
- To use the discussions and explorations to support children focus on their own skills for learning and social and emotional development.
- To create an emotionally literate environment which supports the work of collaboration, problem solving, empathy and resilience and the foundations for mental health and wellbeing.

The Guide book

A Guide Book not a Manual
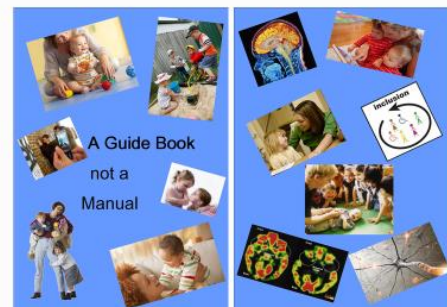
Next Steps.

1. Read through Research proposal.
2. Collect signed consent form from Head and Teachers.
3. Identify a mother with a baby who would be able to come into school once a month to be observed with her baby and answer the children's questions.
4. Obtain consent form.
5. Identify the group of children who would benefit from the project.
6. Obtain consent forms from parents.
7. Complete risk assessment.
8. Introduce the topic to the children.
9. Complete staff baseline assessment.
10. Complete children's baseline assessment.
11. Read file and identify areas that would be good to explore with the group of chosen children.
12. Buy blanket for the use of project and set a date to meet Mum and baby.
13. Have fun and enjoy.

Day 1 Attachment Neuroscience and Learning

Circles for Learning

Circles for Learning
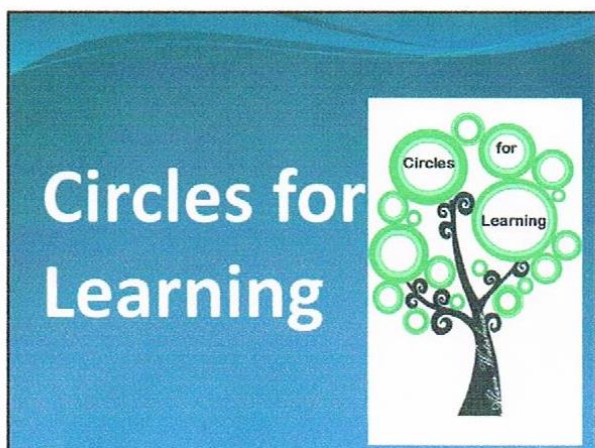
The 12 Dimensions of Circles for Learning

- Attachment
- Temperament
- Emotional Literacy
- Social Inclusion
- Neuroscience
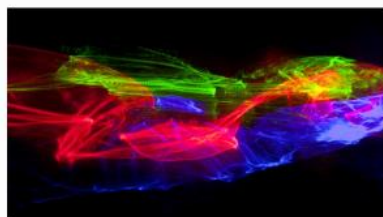- The 7 learning dimensions: Creativity, Curiosity, Changing and Learning, Resilience, Learning Relationships, Meaning Making.

Objectives of the day.

- To explore and understand how the Circles for Learning Project works.
- To understand how to set up the project and run this in school with a group of children.
- To explore and understand the 12 themes that the Circles for Learning Project develops.
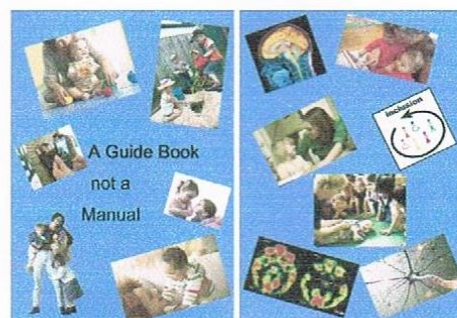- To understand Attachment, its development and the implications it has for learning.
- To develop strategies that support children with insecure attachment patterns through the observations of the Circles for Learning mother and baby.

The Guide book

A Guide Book not a Manual

Circles for Learning

Baby Observation

Skills for Learning ELLI

Katie's fascination of her friends baby.

Work in schools as a SENCo
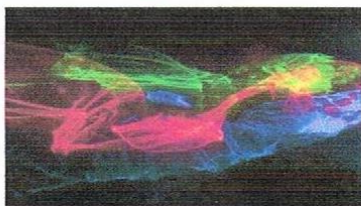
Development of empathy

Development of Social and Emotional wellbeing

Circles for Learning Objectives

- To explore the identification and development of Skills for Learning.
- To develop empathy, social inclusion and emotional literacy.
- To develop an understanding of Neuroscience and how our beliefs, thoughts and emotions affect learning.
- To support the CPD for staff by developing knowledge and understanding of attachment, temperament, neuroscience, emotional literacy and skills for learning.

Staff Training

Day 1
- The Circles for Learning Project: What it is about, The 12 Dimensions it develops, How to set up a Circles for Learning project with a group of children, Resources.
- Attachment, Neuroscience and Learning.

Day 2
- How the project is developing.
- Emotional Barriers to Learning.
- Recording your work: Learning Journals & Scrapbooks

Brain Development

- Interaction with parent affects the development of neural pathways
- Brain connections (myelination) are formed, unformed and re-formed due to experiences
- Emotional interactions are a key part of this experience
- Shared emotional experience facilitates myelination

Attachment Neuroscience and Learning.

- To explore attachment and its development.
- The importance of Containment and Reciprocity on the development of attachment.
- Implications of attachment patterns on learning within school.
- Strategies and resources to support the emotional wellbeing of pupils with attachment anxiety.

Brain Development at 3 years of age.
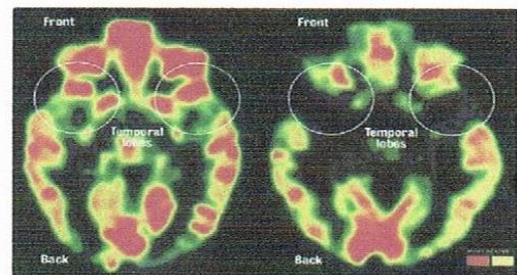
The Neonatal Brain

- Brain incomplete at birth– particularly the higher brain
- 90% of brain growth occurs in the first 5 yrs
- Experience affects emotional development
- Mother/primary caregiver has influence on neural connectivity

People who influenced and developed attachment theory, separation anxiety and the Strange situation.

James and Joyce Robertson

Mary Ainsworth

John Bowlby

Attachment

- Bowlby defined attachment as a "lasting psychological connectedness between human beings"
- Bowlby (1958) proposed that attachment can be understood within an evolutionary context in that the caregiver provides safety and security for the infant. Attachment is adaptive as it enhances the infant's chance of survival. According to Bowlby infants have a universal need to seek close proximity with their caregiver when under stress or threatened.

Secure Attachment: Observational Stage.

mother

infant

- Mother and child's first interaction
- Occurs during first 7-8 months
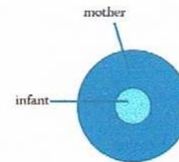- Mother adapts her behaviour and routine to focus entirely on her new-born infant
- Mother constantly observes infant in order to anticipate and satisfy his needs
- Sensitivity of mother's response to infant's emerging ability to communicate feelings sets pattern for child's future interactional learning and primary sense of self

Diagrams from *Attachment and the Schoolchild*, Barrett & Trevitt,

Attachment Patterns

- Secure Attachment Pattern
- Insecure Attachment Pattern:
  - Anxiouse/Avoidant
  - Resistant/Ambivalent
  - Disorganised/confused/disorientated

Healthy Attachment: Separation stage
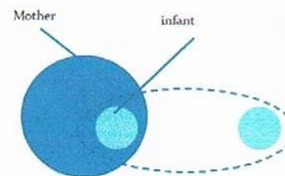
Mother   infant

- Mother and infant explore first separations and reunions
- Infant sometimes plays within hearing but not sight of mother
- Child begins to hold a picture of himself interacting with mother in head
- Child becomes increasingly confident and is able to tolerate brief separations

Diagrams from *Attachment and the Schoolchild*, Barrett & Trevitt,

Attachment Developmental Stages

- Most researchers believe that attachment develops through a series of stages.
- Rudolph Schaffer and Peggy Emerson (1964) studied 60 babies at monthly intervals for the first 18 months of life.
- **Up to 3 months of age** - Indiscriminate attachments. The newborn is predisposed to attach to any human.
- **After 4 months** - Preference for certain people. Infants they learn to distinguish primary and secondary caregivers but accept care from anyone;
- **After 7 months** - Special preference for a single attachment figure. The baby looks to particular people for security, comfort and protection. It shows fear of strangers (stranger fear) and unhappiness when separated from a special person (separation anxiety).
- **After 9 months** - Multiple attachments. The baby becomes increasingly independent and forms several attachments.

Healthy Attachment: Individuation

Mother   Infant
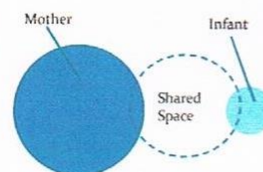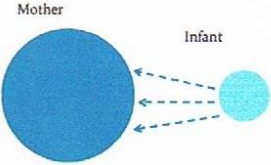
Shared Space

- Playing and learning takes place in the shared space where there is room for relationship with others
- Child's increasing mobility allows exploration of wider environment leading to necessity of setting limits
- Child experiences that his wishes may not match those of others
- Child learns ways in which to manage anger and frustration when his wishes are not met
- If a secure-enough base established, the child is confident to explore the wider world- knowing his mother is there if needed

Diagrams from *Attachment and the Schoolchild*, Barrett & Trevitt,

58

Anxious Attachment: Avoidant (Rejection)

- Mother unable to respond to infant
- Infant unable to develop a sense of self
- All of infant's energy goes into trying to get the mother's attention
- If attempts fail, infant may develop own rejecting responses which exacerbate the mother's rejection

Diagrams from *Attachment and the Schoolchild*, Barrett & Trevitt,

Mother / Infant

The Strange Situation

- http://www.youtube.com/watch?v=PnFKaaQSPmk

- http://www.youtube.com/watch?v=QTsewNrHUHU

Anxious Attachment: Ambivalent (Resistant, Overprotection)
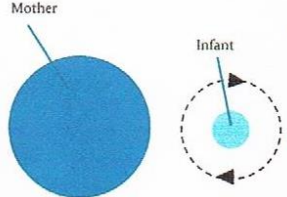
- Sometimes called 'too good mothering'
- Child rarely has chance to experience frustration as his needs are met before he is aware of them
- Never has opportunity to discover that frustration and anger can be survived
- May develop omnipotent behaviour where wishes feel like demands - no realistic sense of self

Diagrams from *Attachment and the Schoolchild*, Barrett & Trevitt,

Mother / Infant

Attachment styles

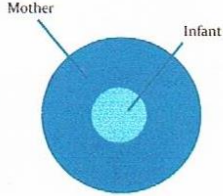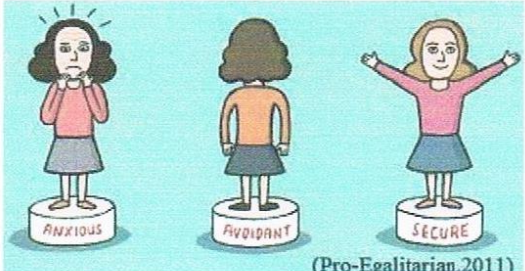| Attachment type	Caregiver Behaviours	Child Behaviours
Secure	• React quickly and positively to child's needs • Responsive to child's needs	• Distressed when caregiver leaves • Happy when caregiver returns • Seek comfort from caregiver when scared or sad
Insecure – avoidant	• Unresponsive, uncaring • Dismissive	• No distress when caregiver leaves • Does not acknowledge return of caregiver • Does not seek or make contact with caregiver
Insecure – ambivalent	• Responds to child inconsistently	• Distress when caregiver leaves • Not comforted by return of caregiver
Insecure - disorganized	• Abusive or neglectful • Responds in frightening, or frightened ways	• No attaching behaviours • Often appear dazed, confused or apprehensive in presence of caregiver

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Anxious Attachment: Disorganised (Confused, Disoriented)

- Mother's emotional availability is inconsistent
- Mother and child in a state of perpetual motion, frantically searching for each other
- Child may alternate between hyperactivity and despair
- Alternatively he may take on a parenting role towards the mother

Mother / Infant

Attachment Style

ANXIOUS AVOIDANT SECURE

(Pro-Egalitarian,2011)

What contributes to attachment?

Containment:

Mother is able to think about these feelings and emotions, give them a name, modify them and make them bearable.

Infant projects difficult feelings which they can not think about, name or bear into the mother.

Within some relationships the infant is not receptive to the mothers containment and can not seem to 'tap' into her thoughtfulness. The flow between them both is disrupted and can cause the mother to become overly sensitive. The attachment bonds are again affected.

Containment

Containment is the ability to process strong emotions and feelings projected from another person. In so doing the recipient shows that these feelings can be thought about and managed and that therefore they are not overwhelming. By giving a container to these strong feelings the mother is acting as a container and in so doing retains her own capacity to think and also ensures that the infant is able to be protected enough to experience thinking for themselves. Bion described this as 'Container Contained.'

Reciprocity

This was a concept described by Brazilton in 1974, after he had analysed frame by frame interactions between mothers and their infants. The research showed the sensitivity of the infant in relation to the mother. It showed the baby not as a passive object but as an active being who both responded and elicited interaction from the mother.

When for what ever reason the mother is not able to 'contain' the projected feelings of the infant and becomes overwhelmed by these then the thought processes of both are affected. The infants ability to manage strong emotions is impeded. The attachment bond is also affected.

Within some relationships the mothers fears and anxieties are to great for her to manage are projected into the infant. The infant becomes overwhelmed with a double dose of there own fears and emotions as well as those from the mother.

- http://www.youtube.com/watch?v=apzXGEbZhto

Implications for Learning

- Children with a secure sense of self sharing a teacher with the peer group.

Teacher — Children — Shared space
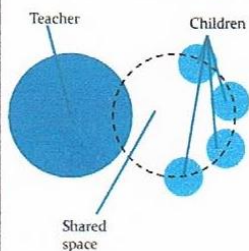
- Teacher acts as substitute attachment figure
- Child shares teacher with peer group
- Able to wait his turn, secure in knowledge that the teacher will be sufficiently available to meet his needs

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The Avoidant Attachment Pattern in School

- Apparent indifference to anxiety in a new situation
- Child may withdraw in order to avoid personal interaction (or may be overly attention seeking leading to a negative response)
- Denial of need for support and help from the teacher
- Sensitivity to the proximity of the teacher
- Need to be autonomous and involved in the task, independent of the teacher

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Characteristics of child who has experienced secure attachment

- Able to make positive attachments with teachers and peers
- Expect interaction with adults to be affirming of their own worth
- More able to take risks when exploring new situations- have expectation that help will be there for them
- More able to tolerate frustration in the learning process
- Able to share adults attention with other children

The Learning Triangle for the Avoidant child.

The Insecure avoidant child avoids the relationship with the teacher and directs their energy on the task. Focusing on the task moderates the experience of the relationship with the teacher. Due to their attachment experience the adult is given the tributes of their caregiver. The adult is not always available is not always accepting of them and is not always able to be supportive. This unpredictability causes anxiety.
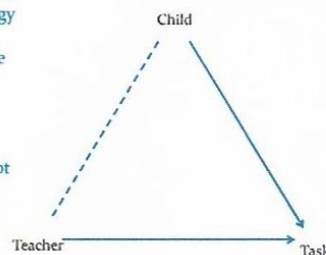
Child — Teacher — Task

The Learning Triangle for a securely attached child

For a securely attached child is balanced between the needs of the child, the presence of the Teacher and the demands of the task
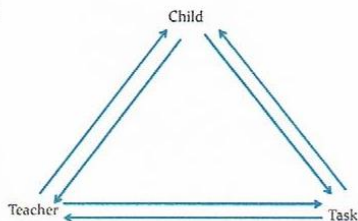
Child — Teacher — Task

The Resistant/Ambivalent Attachment Pattern in School

- High levels of anxiety and uncertainty
- In school child may seem not to be able to work independently and teacher may collude by being overprotective
- Need to hold onto the attention of the teacher
- Ambivalent relationship with teacher -apparent dependence but also hostile at times

The Learning Triangle for Resistant attachment.

The learning triangle for this attachment pattern reflects the tension between the child and the adult at the expense of the task. They are too worried about loosing the teachers attention to really concentrate on the task. This may be a result of a the attachment development becoming stuck at the separation stage. The child is still merged and not able to experience the positive affects of being a separate individual, being fearful of being separate. The child often shows high levels of anxiety and uncertainty which can be experienced as 'clingy' or attention seeking. They are often children who find tolerating strong emotions really hard and have a poor ability to manage frustration .

Child

Teacher — — — — — — — — Task
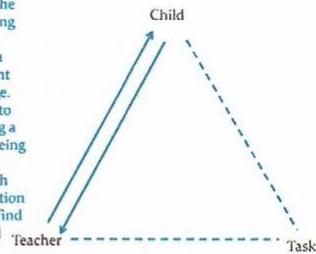
General Characteristics of Vulnerability Arising from Insecure Attachment

- Separation behaviour
- Low expectations of adults
- Cannot tolerate uncertainty
- Difficulty with playing creatively
- Poor communication skills – particularly in relation to emotional expression/intelligence
- Low awareness of feelings of self and others
- Low sense of self/self esteem

The Disorganised / Disorientated Attachment Pattern in School

- Intense anxiety which may be expressed as controlling and omnipotent
- Hyperactive/ hyper vigilant
- Likely to be underachieving and at a very immature stage of learning
- Great difficulty experiencing trust in the authority of the teacher
- May be unable to accept being taught and permitting the teacher to know more than they do

Behaviours of children with attachment difficulties and their internal world

- Poor concentration in class -'I can't trust anyone, so I must constantly be watchful'
- Constant talking - 'Silence is scary and talking keeps bad thoughts away'
- Ignoring instructions- 'I'm in control, don't tell me what to do'.
- In trouble during breaks- 'I can't handle unstructured situations, I feel out of control, the chaos is frightening'
- Refusal to be helped with work- 'I was left helpless- I'll never be helpless again.'
- Explosive reactions when making mistakes- 'If I get it wrong I will be rejected AGAIN'
- Sudden deterioration in behaviour- 'Something has triggered difficult memories from my past'

The Learning Triangle of the Disorganised attachment pattern.

This summarises the difficulties in learning when the relationship and the task are perceived as threatening and the feelings both create are overwhelming. It demonstrates the difficulties in engaging a child who has experienced relationships as unsafe, unreliable and dangerous and who is overwhelmed by the emotions the task creates within them. They are ill equipped to regulate their own emotions having rarely experienced the containment of a thinking adult and as such find the thinking and exploration involved in learning a dangerous activity.

Child

Teacher — — — — — — — — Task
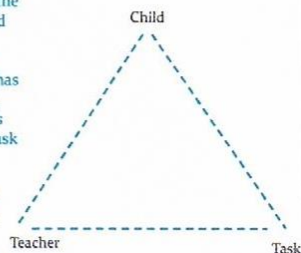
What to look for: Insecure ambivalent

- Able to make positive attachments with teachers and peers
- Expect interaction with adults to be affirming of their own worth
- More able to take risks when exploring new situations- have expectation that help will be there for them
- More able to tolerate frustration in the learning process
- Able to share adults attention with other children

Exercise: Identifying Attachment Anxiety

- Think of a child you work with who you think may be exhibiting an anxious form of attachment

- Write a short paragraph describing the child's presenting issues and what you know of the child's history

- How does this child make you feel?

- Which type of attachment anxiety would you think applies to this child?

- What might help this child?
  - In the classroom
  - Out of the classroom

When things go wrong!!

- When a child is in crisis they need to be supported in calming, regulating, thinking and then dealing with the consequences.

- Avoid control battles – provide child with choices, remind them of the times when they have been able to make good choices.

- Do not insist on eye contact when talking through incidents as this can be emotionally overwhelming.

- For children who have not experienced a containing adult their ability to regulate themselves has been affected. To enable them to think they need to be calm. Part of an adults role is to offer this experience of containment and self regulation. Use the restorative justice script to support this.

- Boundaries should be firm and when broken clear consequences should be presented with empathy and with as little anger as possible place.

- Immediate and appropriate reparation should be made.

Strategies to support attachment within school.

- Be aware that the child will transfer feelings from his primary relationships onto adults at school.
- Focus on losses and grief that are fuelling the behaviour rather than just the behaviour - use of active listening.
- Provide consistent routines whenever possible – visual timetables, class diary, calendar, jobs and rituals throughout the day.
- Help the child to manage change – PPA or staff sickness is particularly difficult.
- Show the child they have been held in mind
- Provide attachment figure for child
- Counselling, Play Therapy or Educational Psychotherapy.

Circles for Learning
Setting up the project

- In states of heightened anxiety provide left-brain type activities e.g. handwriting, manageable sums, crafts, sorting, colouring.
- Use of music/colours to create a calm atmosphere
- Find ways to show the child that they have been 'held in mind' Post it notes, objects stories or books.
- Mindfulness tuning/ stilling exercises
- Use of metaphor to process unresolved emotional issues e.g. published books,

Next Steps.

1. Identify a mother with a baby who would be able to come into school once a month to be observed with her baby and answer the children's questions.
2. Identify the group of children who would benefit from the project.
3. Complete risk assessment.
4. Introduce the topic to the children.
5. Complete staff Baseline assessment.
6. Complete children's baseline assessment.
7. Read file and identify areas that would be good to explore with the group of chosen children.
8. Send out letters to explain project to parents.
9. Buy blanket for the use of project and set a date to meet Mum and baby.
10. Have fun and enjoy.

Staff Training, Day 2: Emotional Literacy and Emotional Barriers to Learning

Emotional Literacy
and Emotional
Barriers to Learning

Emotional Literacy

Emotional Literacy is the term used to describe the ability to understand and express feelings.
Emotional Literacy involves having self-awareness and recognition of one's own feelings and knowing how to manage them, such as the ability to stay calm when angered or to reassure oneself when in doubt.

"An emotion only lasts about 30 seconds. The story that comes with the emotion can last for days."
- JoAnna Harper

What is Emotional Literacy?
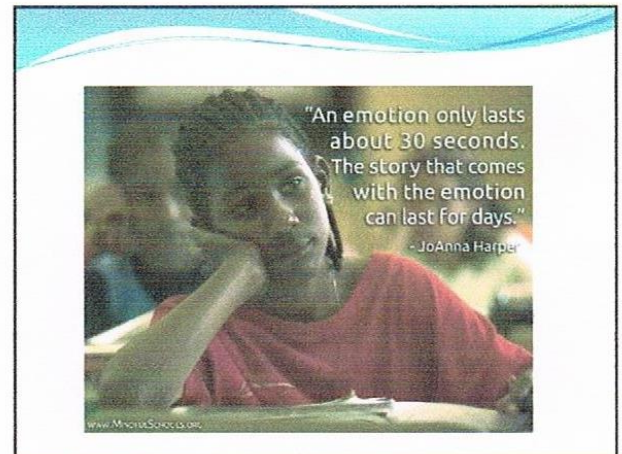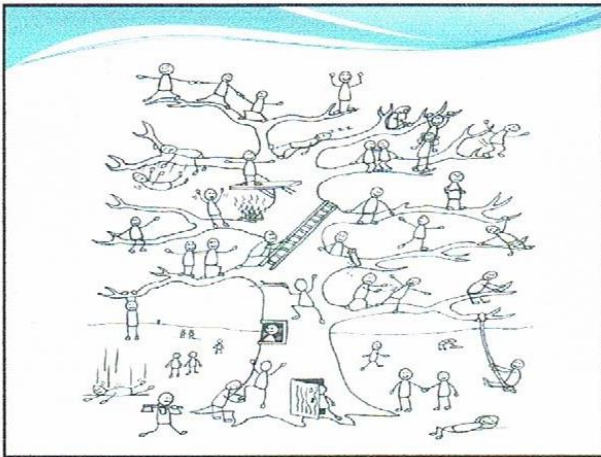
- https://www.youtube.com/watch?v=IhqiIKojbo
- Video to describe emotional literacy dn why it is important.

How emotions make my body feel.
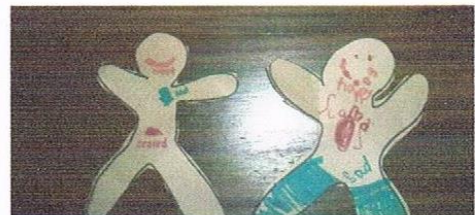
Baby Observation

How could you use this clip to explore emotions with your class?

The Experience of Learning

Activity

(handwritten braille-style text with image)

(handwritten braille-style text with image)

(handwritten braille-style text with image)

Our Emotions

- https://www.youtube.com/watch?v=pvMxhza4myY
- Inside out
- https://www.youtube.com/watch?v=xNYoAAUtH3g
- Emotions and the brain

What are the emotions that we meet when we are engaged in Learning?

The Emotions of Learning
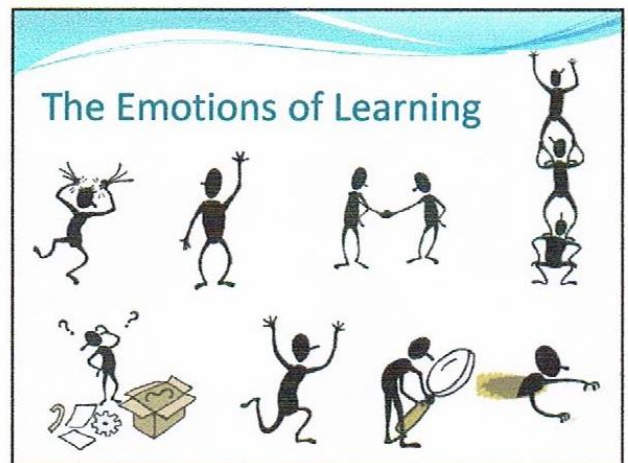
How does understanding emotions help us as Teachers?

Emotions in the Classroom
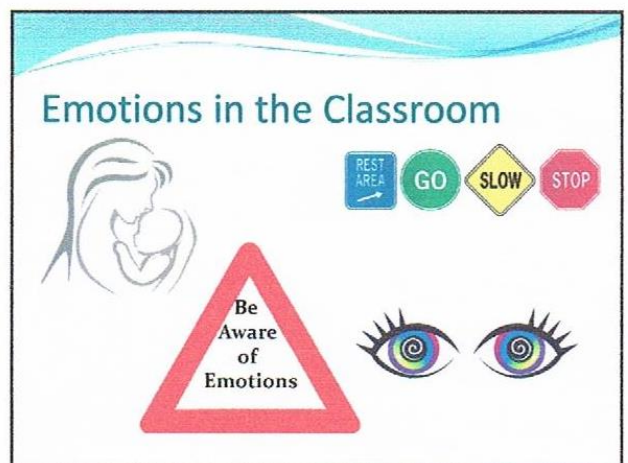
Baby Observations

The Connected Baby
(2. 24.06 – 34.22)

What thoughts does this provoke for yourself?

How could you use this with children?

Parent has to decide what has caused the high emotion or Pre-empt them.

Is it frustration?
Anger and not being able to do something?
Sadness at loosing something?
Tiredness and so not able to cope?
Fear of something unknown?
Over excitement about something?
Hunger?
Bad mood?

What strategies do Parents Use?

Activity

In pairs list the strategies that you have seen parents use to calm children.

Strategies to use with children.

Activity

In pairs list the strategies you use with children in your class to help them calm down.

Using a baby observations to help children think about emotions.

The Connected Baby
(4. 42.10 – 54.50)

What thoughts does this provoke for yourself?

How could you use this with children?

Activities to support managing emotions.

Relax.

• Our Emergency First Aid Kit
• Square Breathing
• Visualisation
• Relaxation
• Mindfullness
• Belly Breathing

FIRST AID KIT

The emotional brain creates fear before the thinking brain knows what it's scared of
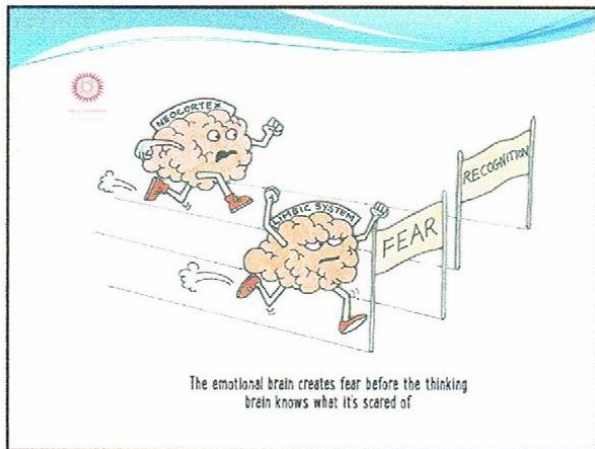
Fight-or-Flight Response

IMMUNE SYSTEM
- Is repressed

HEART
- Beats faster
- Pumps more blood
- Blood pressure rises
- Blood increases to muscles
- Blood decreases to organs

ENDOCRINE SYSTEM
- Pumps out adrenaline, noradrenaline & cortisol
- Noradrenaline constricts blood vessels
- Releases less growth hormone
- Produces fewer sex hormones

LUNGS
- Breathing becomes faster & shallower
- Consume more oxygen
- Expel more carbon dioxide

SKIN
- Sweating begins

PANCREAS
- Pumps out glucagon
- Produces less insulin
- Blood sugar level rises

Baby Observations

The Connected Baby
(3. 37.46 – 42.07)

What thoughts does this provoke for yourself?

How could you use this with children?

The Resources

Staff Training, Day 3: Skills for Leanring

"In times of change learners inherit the earth, while the learned find themselves beautifully equipped to deal with a world that no longer exists." Eric Hoffer

- The ELLI Research, was initiated by Professors Bradfoot and Claxton and led by Dr Deakin Crick at the Graduate School of Education, Bristol University. It set out to identify the characteristics and dispositions of effective lifelong learners. They identified Seven dimensions of 'Learning Power' which were responsible for effective and positive learning. These dimensions are thought about as a spectrum, moving from a positive or highly efficient end to a contrasting pole that inhibits learning.

"Its time to hold up our hands and admit that our education system just isn't working very well.

Our emphasis needs to be not on proving the value of outdated curricula, tests and league tables, but on inspiring and challenging children so they in turn can inspire and challenge us"

Lord David Puttnam
Chancellor Open University
Introduction to Learning Futures Programme 2009

Learning Power: The 7 Dimensions of Learning

What is Learning Power?

"A form of consciousness characterised by particular dispositions, values and attitudes, expressed through the story of our lives and through the relationships and connections we make with other people and our world"

- Deakin Crick R, 2006 (Learning Power in Practice...)

- Our capacity for responding positively to any given learning opportunity
- A form of awareness about ourselves as a Learner.

What makes an effective learner?

Changing & Learning	Being Stuck or Static
Critical Curiosity	Passivity
Meaning Making	Fragmentation
Creativity	Rule Boundedness
Learning Relationships	Isolation or Dependency
Strategic Awareness	Behaving like a robot
Resilience	Dependence & Fragility

The 7 Dimensions

- Divide into 7 groups and ask each group to create a mind map that explores one of the 7 Learning Power dimensions. The mind map needs to include a range of
  - pictures, words, symbols
  - celebrities, animals, places
  - historical figures
  - songs, poems, rhymes, proverbs
  - household objects, tools, vehicles

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How do we Measure Learning Power?

- Individual profiles
- Group profiles
- Data analysis
- Qualitative evidence
- Narrative evidence

The ELLI Story

Changing and learning
Critical Curiosity
Learning relationships
Very much like me
Quite like me
A little like me
Meaning Making
Strategic Awareness
Creativity
Resilience
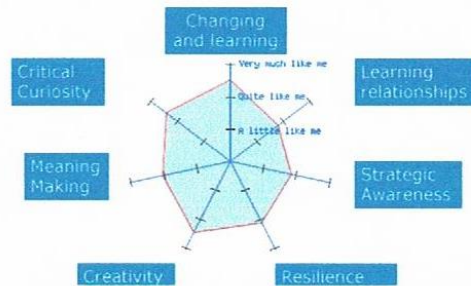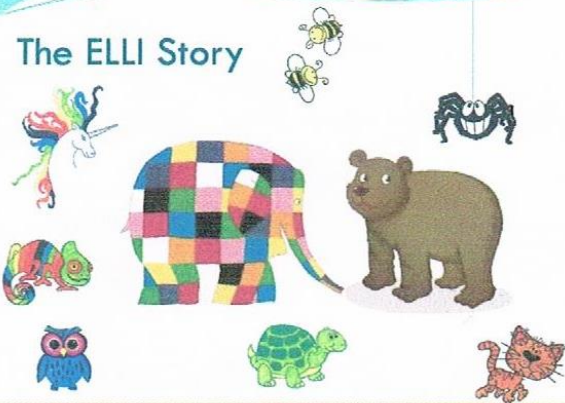
How do we communicate about Learning Power?

- Metaphor and story
- Images
- Identification
- Weaving language
- Inviting creativity

What the research tells us
'When ELLI is used well...'

...students become more:
- reflective and aware of themselves as learners
- confident and motivated to learn
- willing and able to take responsibility and 'own' their learning
- keen to carry on learning
- likely to attain higher levels and grades
- likely to fulfil their potential (i.e. stop underachieving)
- sociable and able to learn with and from each other
- able to manage change and transitions.

What the research shows
... and teachers become better at:

• using and developing a language of learning
• creating learning dialogues
• devising strategies and activities that engage students in learning
• making time for reflection and deep learning
• enabling students to make good choices and decisions
• letting go of over-control and developing responsibility in learners
• sequencing learning to foster creativity
• using self- and peer-assessment to increase student ownership

Reflective self-awareness:

- *I've changed my ways like a chameleon! (Y1)*
- *I used to scribble, now I draw (Y1)*
- *I'm getting better at Changing, Creativity and Stick-ability and I need to get better at Changing and Creativity (Y5)*
- *We used to ask one question; now we ask loads of questions (Y5)*
- *The problem board has been really helpful (for Critical Curiosity) (Y5)*
- *I am using my imagination a lot more (Creativity) (Y1)*
- *I've become more curious; I think of things I need to learn (Y5)*
- *I've got better at Learning Relationships with ELLI; last year I worked well on my own; now I work better in groups (Y5)*

Some quantitative findings

Learning Power seems to get weaker and more fragile as children go through school (and Creativity is the worst casualty!)

Relationships

- *We did a lot of work in groups (in the ELLI week). I got to understand how they felt about relationships – we got along better and made our friendships stronger (Y5)*
- *Before we heard about ELLI not everyone got on with each other but now we all get along OK, even if we're not friends. No on is left out. (Y5)*

So underachievers are characterised by:

- Passivity in learning dispositions
- Accepting things at face value
- Lacking strategic awareness – of thinking, feeling and planning/doing
- Not looking for meaning and sense making in their learning
- Being 'stuck and static' in their sense of themselves as learners.
- Being unable to 'tell their story'

Building self-efficacy:

What teachers and tutors say:
- *Their self-esteem (is improved) – they're ready to give it a go*
- *The children are becoming a lot more confident in recognising their strengths – competent too!*
- *"Kids are thinking 'How do I learn?' and 'What do I need to do?'"*
- *"It has increased their awareness"*

What do we want to achieve?

- What do I want to achieve over the next year in relation to Learning Power using the Circles for Learning?
- *Whole school*
- *Classrooms*
- *Teaching and Learning*
- *Achievement*
- *Home School partnership*
- How will I know I have achieved this?

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The Role of the Learning Guide

- https://www.youtube.com/watch?v=3f3rOzoNzPc

The Role of the Learning Guide

- Video Clip
  https://www.youtube.com/watch?v=mn3UF9xhY44

Questions

- SOLO (Structure of Observed Learning Outcomes) Taxonomy by John Briggs and Kevin Collis

One idea	Who was chasing the pigs?
Many ideas	What time of the day was it?
Relate the ideas	What have we learnt about building materials?
Extend the ideas	If you were building a bridge to cross a river what might you need to consider?

- Surface Learning
- Deep Learning

Follow Up

- What Questions did this make you want to ask?
- What observations or thoughts did the clip make you notice or think about?
- What links did you make to other things?
- What have you learnt about yourself?

Temperament & Social Development

What is Temperament?

Adaptability

Activity

Distractibility

Mood

Rhythm

Intensity

Reaction

First Reaction

Sensitivity

Social Development

'Social development involves learning the values, knowledge and skills that enable children to relate to others effectively and to contribute in positive ways to family, school and the community. This kind of learning is passed on to children directly by those who care for and teach them, as well as indirectly through social relationships within the family or with friends, and through children's participation in the culture around them. '

Temperament Traits

Withdrawal
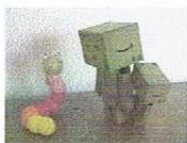
Some babies are cautious in nature, they are not keen on new people and can turn away or get upset. They don't like new places and can seek their carer to help them manage. When you offer them new food they may spit it out or turn their heads away.

Approach

Some babies respond positively to new people and new situations. They will smile and reach out to a stranger quickly pick up and play with a new toy and respond with delight when offered a new king of food.

Relationships & Social Skills

- Social Skills
1. Communication skills: *active listening, empathy, respect, body language & facial expressions, thinking before you speak, speaking clearly, sense of humour, conversational skills.*
2. Respecting yourself and others: *co-operating, sharing and taking turns, being assertive, being patient, no bullying teasing or putdowns, being open to your own and the feelings of others, treating people equally, accepting difference and acknowledging rights, being thoughtful in what you say and do.*
3. Participation: *being active, taking part and having a go, having fun, focusing and concentration, practicing skills, including everyone, working together, building confidence, resilience, collaboration.*
4. Friendship: *interaction, co-operation, sharing, respecting confidences, respecting property, respecting rights, keeping your word, positive feedback – no putdowns, acknowledge when you make a mistake, being open to new ideas, thoughts and actions, kind and thoughtful, empathy, sense of humour.*
5. Resolving Conflict: *Talking, active listening, self regulation, being open to new ideas, compromise, persistence, standing up for yourself in a non aggressive way, empathy, recounting, problem solving.*
6. Team Building: *encouragement, constructive feedback, active listening, problem solving, respect, support, encouragement, open to new ideas, flexibility, perseverance, empathy.*

Temperament and its Impact on Learning

- How could you use your work in the classroom to support temperament?

Empathy

1. Empathy – Cognitive Empathy: *understanding how people see the world, think about it and understand their perspective and mental models.*

   Emotional Empathy: *A brain to brain linkage that gives us an instant sense of how the other person feels – sensing their emotions. This allows chemistry in our connections with people.*

   Empathetic Concern: *Which leads to empathetic action – like the good Samaritan. The person who tunes in and stops to help.*
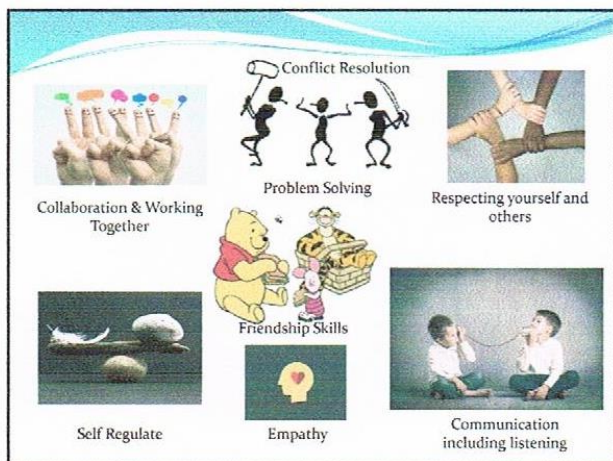
Collaboration & Working Together · Conflict Resolution · Problem Solving · Respecting yourself and others · Friendship Skills · Self Regulate · Empathy · Communication including listening

Follow Up

- What Questions did this make you want to ask?
- What observations or thoughts did the clip make you notice or think about?
- What links did you make to other things?
- What have you learnt about yourself?

The Learning Guide

- Problem Solving
- https://www.youtube.com/watch?v=jQqAUfbSzTQ

- Looking for emotional support
- https://www.youtube.com/watch?v=bDMrAYhzOdg

- Self Regulation with another
- https://www.youtube.com/watch?v=WIRarh98qt8
- Learning
- https://www.youtube.com/watch?v=42AfHO9FqEg

Baseline assessment

- Butler Self Image Profile
- Emotional Literacy self assessment
- ELLI

How to use and how to score.

- Resilience learning to walk
- https://www.youtube.com/watch?v=ey-oXmBmYgo

Information

- Teachers Learning Journal
- Class Scrap book sharing work
- Baseline assessments
- Case Studies
- Photos

Appendix 13

What is an Emotion?

① ② ③

Session Objectives:

To identify a range of emotions and describe how they make the body feel.

To be able to describe an event that may have caused an emotion.

Session Outcomes

✓ To be able to identify a range of emotions and describe the features that the person effected by these displays.

✓ To be able to describe how an emotion makes their body feel.

Lesson Plan:

➢ To support the children and young people identify the range of emotions that their class baby exhibited when they visited.

➢ To support the children and young people describe what they observed about parent or baby in relation to their emotions.

Task

KS1: To play emotional charades.

KS2/3: To create a picture depicting an emotion.

KS3: To create a game to teach younger children about emotions

KS1

1. Share photographs of people showing strong emotions
2. Ask the children to observe and then describe what they can see – mouth wide and turned up at the edges with teeth showing, crinkled lines around the eyes, eyes sparking and twinkling
3. Ask children what the emotion is
4. Ask the children to think of a time when they felt this emotion – share stories about the time.
5. Ask them how it made their body feel – list the words under the emotion on the board – tingly, warm, soft, relaxed, light, energised
6. Divide the children into groups and give them each an emotion. Sad, Angry, Happy, Frightened, Excited, Jealous, Worry
7. Ask them to:
   - Draw a person feeling this feeling
   - Write how this feeling makes their body's feel. One work on a post it note
   - Create a colour chart to show the colours of this emotion.
   - Find a story that talks about this emotion
   - Write a label for this emotion and colour it in the emotional colours.

KS2/3

1. Show the children a range of pictures of people showing emotions
2. Ask them to describe the emotions – furrowed brow, down turned mouth eyebrows pointing inwards towards the nose – Angry
3. Divide the group into groups of 4-6 and put different pictures of people experiencing different emotions on the table.

4. Ask the children to put the coloured felt pens/crayons that go with each emotion on each emotion
5. Share the colour ranges the children have come up with and discuss why they chose them.
6. Discuss the shapes that might go with different emotions
7. Read the story Sad by Michael Rosen Blake and look at the colours and pictures
8. Ask the children to go and create a piece of art work, model using plastercine or clay that goes with one emotion.
9. Use the emotions dice to create a small group story together.

KS3
1. Share a range of pictures of people experiencing a range of emotions – discuss how they make our body feel.
2. Play Emotional Charades – choose one activity and one emotion and then act out that activity in that way of feeling to your group for them to guess.ie. Hanging out the washing in an angry way.
3. Ask the young people to make a game that helps younger children understand different emotions.
4. Discuss the criteria together and agree
5. Share the games with each other

Resources:
1. Pens for flip chart
2. Post it notes
3. Paper and pens
4. Coloured pens
5. Card
6. Emotions picture cards
7. Art work depicting emotions
8. Emotional story books for younger children
9. Emotional charades cards

10. Emotions dice
11. Sad by Michael Rosen

Important Points:
- Emotions are a healthy part of life.
- All emotions are acceptable however not all behaviours are acceptable
- Emotions affect the whole body

Learning links:
Speaking and listening, collaboration, information processing, questioning, observation, creativity, planning and organisation, teamwork.

Reflection:

Questions:

Positive comment from child:

Positive comment from adult:

Learning Dimensions		Social & Emotional Skills	
Strategic Awareness		Emotional Literacy	🟩
Learning Relationships		Neuroscience	
Curiosity		Self-Regulation	
Creativity		Self-Development	🟩
Meaning Making	🟧		
Changing & Learning	🟧		
Resilience			

Frustrated	Sad
Frightened	Cross
Worried	Mad
Anxious	Tired
Jealous	happy

Amused	Bored
Confused	Calm
Irritated	Panic

Hanging out the washing	Washing up
Sweeping the floor	Mowing the grass

Making the bed	Having a shower
Peeling potatoes	Ironing
Putting away your clothes	Reading a book
Cutting the hedge	Washing the car
Digging the garden	Painting the wall
Making dinner	Waiting for the bus

Sitting in detention	Waiting in the canteen
Painting	Doing your homework

Understanding Body Language?

(1) (2) (3)

Session Objectives:
To understand that the way we use our body shares how we may be feeling or experiencing a situation.
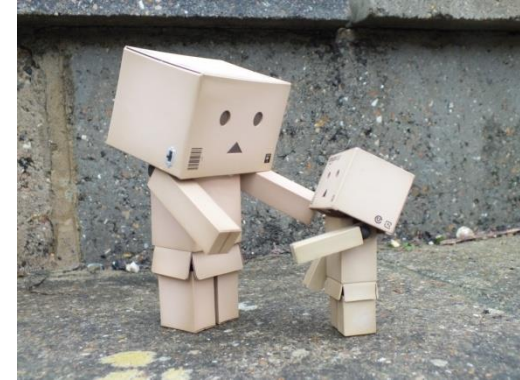
Session Outcomes
- ✓ To be able to say how a person is feeling from the way they are holding their body.
- ✓ To be able to use our body to communicate how we feel.

Lesson Plan:

- ➢ Ask the children to look at a range of pictures of their class mother and baby and to think about the shapes they both have in relation to the other.
- ➢ Ask the children to observe how the parent sits or stands in relation to their class baby.
- ➢

Task
 KS1: To play the body statue game

KS2/3 To create a body sculpture that shows an emotion

KS3 Active Listening

KS1:
1. Using the words Happy, Sad, Frightened, Angry Excited write as many words as you can that mean the same
   HAPPY: GLAD, CONTENT, LIGHT, GOOD, PLEASANT,CHEERFUL etc
2. Use post it notes to write the other words on and then place them under the chosen words
3. Ask the children to make the faces of the words – describe the really good ones as to what you can see – upturned mouth teeth showing sparkly eyes
4. Take photos as a resource bank
5. Ask the children to stand up and show you a HAPPY body pose
6. Explore the other poses – take photos of them as a resource bank
7. Ask the children to move around the playground/hall and then when you call out and emotion to put their body into that emotional pose.
8. Ask the children to walk around the hall or playground and then greet each other in that emotional pose – ANGRY, SAD etc

KS2/3
1. Put the words ANGRY, EXCITED, UNHAPPY, HAPPY, FRIGHTENED, CURIOUS, WORRIED on tables around the room
2. Ask the young people to visit all the tables and write as many words as they can on post it notes that mean the same/similar meanings to the word there
3. Ask the young people to sit in groups at each table and put the words into order strongest to weakest
FURIOUS, ANGRY, CROSS, PEEVED, FED UP, TETCHY,
4. Ask the young people to use the Plastic bendy people to show the different emotions and photograph them.
5. Take one photo from each group and mix them up. Do a quiz – what do I feel
6. Discuss the different photos and body postures.

KS3

1. Put the young people into groups
2. Ask them to photograph each other showing a range of emotions
3. Share the photos and discuss how our body can tell so much about how we are feeling.
4. Ask the young people to work in two's.
5. Let them choose one of the situation cards and then act out the situation in a thoughtful and considerate way demonstrating active listening or in a thoughtless uninterested way showing poor active listening.
6. Role play for 2 min
7. Discuss how this felt for the person talking.
8. Change the situation
9. Choose one of the role plays to watch that was showing thoughtful considerate active listening.
10. Ask the young people to identify what was going on

Eye contact, nodding of head, open body language, facing each other, rephrasing what they have said etc.

Resources:

1. Post it notes
2. Paper and pens
3. Coloured pens
4. Plastic bendy people
5. I pad or camera
6. Situation cards
7. Thoughtful and considerate cards
8. Facial expressions
9. Emotional cards

Important Points:

- We communicate more through body language than we do through words.
- Positive relationships depend on a good understanding of body language

Learning links:

Speaking and listening, collaboration, information processing, questioning, observation, creativity, planning and organisation, teamwork.

Reflection:

Questions:

Positive comment from child:

Positive comment from adult:

Learning Dimensions		Social & Emotional Skills	
Strategic Awareness		Emotional Literacy	🟩
Learning Relationships		Neuroscience	
Curiosity		Self-Regulation	
Creativity		Self-Development	🟩
Meaning Making	🟧		
Changing & Learning	🟧		
Resilience			

An interview for a part time job.	Listening to a friend talk about their holiday
A date with your boyfriend/girlfriend	Your Mum explaining how to use the washing machine
A policeman giving you directions	A teacher explaining what you need to do for homework
A young child asking about a lost toy	A person who has lost their dog.
Your Grandmother telling you about her trip to Bognor	Your Grandfather telling you about school when he was a lad
Your Dad explaining how to ride a bike	Taking an order in a cafe

Your Head of Year explaining about the exam you are about to take	The school secretary telling you about a phone call from your Mum
Kind, thoughtful listening with your full concentration and attention.	Thoughtless, uninterested, distracted listening.

Appendix 14

Timeline School A

Month	2016 Nov	Dec	2017 Jan	Feb	Mar	Apr	May	J	J	A	Sept	Oct	Nov	Dec	2018 Jan	Feb	Mar	Apr	May	Jun	Jul
				Advertised on LinkedIn	R visited school	School agreement	T With staff				BA Started Project	2x Baby visit	Baby visit	Baby visit	Baby visit	Baby visit	Baby visit	Baby visit	Baby visit	Baby Vist	Post project ass.
															First Interview			Second Interview			Final Interview
																		R Obs. Session in school			
																		R supported Ass.			R supports Final Ass

Timeline School B

2017 Oct	Nov	Dec	2018 Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
Met at TES show	Agree to take part in project	T with staff			BA Started Project	2x Baby Visit 2x FUS	Baby Visit 1x FUS	Baby Visit 1x FUS	Baby visit 1x FUS		1x FUS	2X Baby visit 1X FUS	1X Baby visit 1x FUS
							First Interview		Second interview				Post project Ass.
						R Obs. Session in school							Final Interview
													R Obs. Session in school

Timeline School C

	2017			2018										
	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov
	Met at TES show	Agree to take part in project		T with staff		Group Started			Baby Visit 3x FUS	Baby visit 2x FUS		Baby visit 2x FUS	Baby visit 2X FUS	Baby visit 2x FUS
					BA Started Project					First interview				Post project Ass.
										Video of session				Final Interview

Timeline School D

	2016		2017												2018						
Month	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul	A	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Jul
	Met at conference						T With staff				BA Started Project		2x Baby visit	2x FUS	Baby visit 2x FUS	Baby Visit 2X FUS	Video of baby used 2X FUS	Video of baby used 2X FUS			Post project ass. done
	School agreed to join Project															R Obs. Session in school			R Obs. Session in school		
	R visited school															First Interview			Second Interview		Final Interview

T = Training with staff

BA = Baseline Assessments undertaken

FUS = Follow up Sessions

R = Researcher

Obs = Observation and filming or Parent baby session

Appendix 15

UNIVERSITY *of York*

Education Ethics Committee
Ethical Issues Audit Form

This questionnaire should be completed for each research study that you carry out as part of your degree. Once completed, please email this form to your supervisor. You should then discuss the form fully with your supervisor, who should approve the completed form. **You must not collect your data until you have had this form approved by your supervisor (and possibly others - your supervisor will guide you).**

Surname / Family Name:	Waterhouse
First Name / Given Name:	Alison
Programme:	MA in Education by Research
Supervisor (of this research study):	Poppy Nash

Topic (or area) of the proposed research study:
Using Circles for Learning in Secondary schools to develop emotional literacy, social skills, learning to learn skills, mental health and wellbeing. The Circles for Learning Project is an initiative and not an intervention. An intervention is focused on a deficit model and would only be used with children identified as having an issue. Circles for Learning is an initiative which supports the foundation for positive mental health and wellbeing. It uses the skills within the group to support the growth and development of the individuals.

It is hoped that 5 secondary schools will take part in the project. Schools that have agreed to take part so far are:
    1. A Local Education Authority Special School for children with Severe Learning Difficulties and ASC
    2. An independent Secondary school.
Other schools considering taking part:
    3. A London Academy whose sponsor is a University
    4. A London Local Education Authority secondary school
    5. A Local Education Authority secondary school Behaviour Unit.

Each school taking part will train a minimum of 2 teaching staff to run the programme within their settings for 1 year. One of the staff must be a fully qualified teacher and will become the Lead Practitioner within the school.

Research Question
Does the use of infant observation within the classroom of secondary schools once a month for a year
1a. Develop a stronger learning culture within the classroom?
1b. Develop young people's ability to engage with and discuss their learning?
1b. Develop emotional literacy?
1c. Strengthen self esteem?
1d. Develop and strengthen Social skills?
1e. Develop staff knowledge and understanding of emotional barriers to learning, attachment and learning?
1f. Develop stronger adult child relationships within the classroom which then impact on better behavioural management within the classroom? |

1g. Develop a classroom culture supportive of mental health and wellbeing?
Where the research will be conducted:
The research will be conducted in 3-5 secondary schools who have volunteered for the project.
Methods that will be used to collect data:
Data will be collected by: 1. Baseline assessment for the children working on the project would be undertaken by the Lead Teacher. This will include: ❖ Self Image Profile (SIP) for children and adolescents. Richard J. Butler 2001 ❖ Emotional Literacy, Southampton University Psychology Service 2003 ❖ Effective Lifelong Learning Inventory (ELLI) developed at the University of Bristol by Prof. Patricia Broadfoot CBE, Prof. Guy Claxton and Dr. Ruth Deakin-Crick. 2004 ❖ Social Skill Improvement System. (SSiS) Frank Gresham and Stephen N Elliott. 2008 Teacher interviews Teacher Learning Journal
If you will be using human participants, how will you recruit them?
The schools who undertake the project will suggest student groups/classes. As the researcher I will discuss these with the Lead Practitioner who will be running the programme within school and agree the children with them.

All supervisors, please read *Ethical Approval Procedures: Students*.

Taught programme supervisors. Note: If the study involves children, vulnerable participants, sensitive topics, or an intervention into normal educational practice, this form must <u>also</u> be approved by the programme leader (or Programme Director if the supervisor is also the Programme Leader)

Research student supervisors. The application is a joint one by the research student and supervisor(s). It should be submitted to the TAP member for initial approval and then to the Higher Degrees Administrator who will seek a second opinion from a designated member of Education Ethics Committee.

All students: forms may also require review by the full Ethics Committee (see below).

<u>First approval:</u> by the supervisor of the research study **(taught students);** or TAP member **(research students)** (after reviewing the form):

Please select one of the following options.

I believe that this study, as planned, meets normal ethical standards. I have checked that any informed consent form a) addresses the points as listed in this document, and b) uses appropriate language for the intended audience(s).	X
I am unsure if this study, as planned, meets normal ethical standards	☐
I believe that this study, as planned, does not meet normal ethical standards and requires some modification	☐

Supervisor/TAP member's Name (please type):	Poppy Nash
Date:	08 January 2017

Taught student supervisors - If the study involves children, vulnerable participants, sensitive topics, or an intervention into normal educational practice (see *Ethical Approval Procedures: Students*), please email this form for second approval to the Programme Leader (or Programme Director if the supervisor is also the Programme Leader). For this second approval, other documents may need to be sent in the same email e.g. the proposal (or a summary of it) and any informed consent and participant information sheets. If the study has none of the above characteristics, the supervisor should email this completed form to the Programme Administrator. This signals the end of the approval process and data collection can begin. If the study has none of the above characteristics, the supervisor should email this completed form to the Programme Administrator. This signals the end of the approval process and data collection can begin. The member of the EEC will notify the Programme Administrator only when the final outcome has been decided.

<u>Second approval:</u> by the Programme Leader; or Programme Director; or designated Ethics Committee member for research students:

Please select one of the following options:

I believe that this study, as planned, meets normal ethical standards. I have checked that any informed consent form a) addresses the points as listed in this document, and b) uses appropriate language for the intended audience(s).	X
I am unsure if this study, as planned, meets normal ethical standards	☐
I believe that this study, as planned, does not meet normal ethical standards and requires some modification	☐

Name of Programme Leader; or Programme Director; or Ethics Committee member (please type):	Chris Kyriacou
Date:	09 January 2017

The supervisor should now <u>email</u> this completed form to the Programme Administrator, unless approval is required by the full Ethics Committee (see below).

Approval required by the full Education Ethics Committee

If the application requires review by the full Education Ethics Committee, please select one of the following options then forward the application to the Research Administrator (education-research-administrator@york.ac.uk).

The study involves deception	☐
The study involves an intervention and procedures could cause concerns	☐
The topic is sensitive or potentially distressing	X
The study involves vulnerable subjects	☐

Other reason:

Name of Programme Leader; or Programme Director; or TAP member (please type):	Rob Klassen (as EEC member)
Date:	11 January 2017

FOR COMPLETION BY THE STUDENT

Data sources

1   If your research involves collecting secondary data only **go to SECTION 2**.

2   If your research involves collecting data from people (e.g. by observing, testing, or teaching them, or from interviews or questionnaires) **go to SECTION 1.**

SECTION 1: For studies involving people

3   Is the amount of time you are asking research participants to give reasonable?   YES

4   Is any disruption to their normal routines at an acceptable level?   YES

5   Are any of the questions to be asked, or areas to be probed, likely to cause anxiety or distress to research participants?   MAYBE

6   Are all the data collection methods used necessary?   YES

7   Are the data collection methods appropriate to the context and participants?   YES

8   Will the research involve deception?   NO

9   Will the research involve sensitive or potentially distressing topics? (The latter might include abuse, bereavement, bullying, drugs, ethnicity, gender, personal relationships, political views, religion, sex, violence. If there is lack of certainty about whether a topic is sensitive, advice should be sought from the Ethics Committee.)   YES

If YES, what steps will you take to ensure that the methods and procedures are appropriate, not burdensome, and are sensitive to ethical considerations?

The infant observation will focus on the interaction between visiting mother/Father and infant. For some children (Looked after, adopted or abused) this may cause unease or distress. All children taking part in the classroom based Mother and child observation will be nominated by the schools. The schools will have all available information on that child and family, this will include whether they are a LAC or adopted child. The children will be discussed by the Lead Practitioner and the researcher prior to the project starting.

If any children become upset by the project then they will be supported through the schools pastoral systems. This could be through a Learning Mentor, Key Worker, Form Tutor or school counsellor. The identification of support appropriate to each particular school will be discussed and agreed by the Lead Practitioner and the Researcher prior to the project.

During the primary project the researcher and Lead Practitioners identified several children who might be vulnerable. These children were discussed in full and the parents of the children met with the Lead Practitioner prior to the project to discuss the work that might be undertaken and the focus of the observations. For one child (out of 150) the Lead Practitioner spoke to parents each week explaining the work they would be doing and using the parents to prepare the child. (Year 2) During the sessions 4 children struggled with the observations during the year. When this happened they were offered the choice of staying in the session and working with their Teacher or of leaving the session and working with another teacher. This way of working would also be suitable within secondary school.

Within the primary project there were 3 children who were being Looked After by Foster Carers and 1 child who was adopted. Only the adopted child needed the support of the teacher and the parents during the project, the other children managed both the observations and the follow up work. It is thought that this was because they were working with their class teacher with whom they had a positive relationship with.

10   Does your research involve collecting data from vulnerable or high risk groups? (The latter might include participants who are asylum seekers, unemployed, homeless, looked after children, victims or perpetrators of abuse, or those who have special educational needs. If there is a lack of certainty about whether participants are vulnerable or high risk, advice should be sought from the Ethics Committee. Please note, children with none of the above characteristics are not necessarily vulnerable, though approval for your project must be given by at least two members of staff; see above).   MAYBE

If YES, what steps will you take to ensure that the methods and procedures are appropriate, not burdensome, and are sensitive to ethical considerations?

All children taking part in the classroom based Mother and child observation will be nominated by the schools who will have all available information on that child and family. This will include whether they are a Looked After by Foster Parents (LAC) or an adopted child. The children will be discussed by the Lead Practitioner and the researcher prior to the project starting and vulnerable children will be monitored throughout the project.

If any children become upset by the project then they will be supported through the schools pastoral systems. This could be through a Learning Mentor, Key Worker, Form Tutor or school counsellor. The identification of support appropriate to each particular school will be discussed and agreed by the Lead Practitioner and the Researcher prior to the project.

11   Are the research participants under 16 years of age?   YES
If NO, go to question 12.

If YES, and you intend to interact with the children, do you intend to ensure that another adult is present during all such interactions?   YES

If NO, please explain, for example:

i) This would seriously compromise the validity of the research because [*provide reason*]

<div style="border:1px solid black; height:60px;"></div>

ii) I have/will have a full Disclosure and Barring Service check (formerly Criminal Records Bureau check). YES

iii) Other reasons:

<div style="border:1px solid black; height:60px;"></div>

Payment to participants

12   If research participants are to receive reimbursement of expenses or any other incentives, including financial, before or after the study, please give details. You should indicate what they will receive and, briefly, the basis on which this was decided.

> At the end of the study each participating school will receive a copy of my findings which will enable them to support their young people after the research.
> School will also keep all the resources that are part of the Circles for Learning programme. Staff who have completed the training and run the programme will also have a certificate to show that they have undertaken 18 hours of CPD and have run the programme. This will support their CPD in the future.

It is often considered good practice to consider what the researcher might offer the participants, in the spirit of reciprocity. Some ideas of what this might be include: materials at the end of the study, a workshop summarising the results of the study, a delayed treatment/intervention at the end of the study, an indication about where the findings might be accessed at a later date, a letter or token of thanks. Please ensure that you have considered the potential for reciprocity in your research.

If your study involves an INTERVENTION i.e. a change to normal practice made for the purposes of the research, go to question 13 (this does not include 'laboratory style' studies i.e. where ALL participation is voluntary):

If your study does not involve an intervention, go to question 20.

13   Is the extent of the change within the range of changes that teachers (or equivalent) would normally be able to make within their own discretion? YES

14   Will the change be fully discussed with those directly involved (teachers, senior school managers, pupils, parents – as appropriate)? YES

15   Are you confident that *all* treatments (including comparison groups in multiple intervention studies) will potentially provide some educational benefit that is compatible with current

educational aims in that particular context? (Note: This is *not* asking you to justify a non-active control i.e. continued normal practice)   Choose an item.

Please **briefly** describe this / these benefit(s):

> Yes.
> All participating staff will undertake 18 hours of CPD covering areas that impact on learning and relationships within the classroom.
> All children who will access the programme will be supported by staff to develop a range of skills, knowledge and understanding about themselves as a learner, their relationships with others, their self esteem and emotional literacy.

16   If you intend to have two or more groups, are you offering the control / comparison group an opportunity to have the experimental / innovative treatment at some later point (this can include making the materials available to the school or learners)?   Choose an item.

If NO, please explain:

> The participating schools will choose the children that they wish to experience the programme. As it will not be a whole school programme there will be children who will not take part or experience the programme. I will not be collecting any information from groups not taking part in the programme.

17   If you intend to have two or more groups of participants receiving different treatment, do the informed consent forms give this information?

18   If you are randomly assigning participants to different treatments, have you considered the ethical implications of this?

19   If you are randomly assigning participants to different treatments (including non-active controls), will the institution and participants (or parents where participants are under 16) be informed of this in advance of agreeing to participate?   Choose an item.

If NO, please explain:

>
>

General protocol for working in institutions

20   Do you intend to conduct yourself, and advise your team to conduct themselves, in a professional manner as a representative of the University of York, respectful of the rules, demands and systems within the institution you are visiting?   YES

21   If you intend to carry out research with children under 16, have you read and understood the Education Ethics Committee's *Guidance for Ethical Approval for Research in Schools*?   YES

Informed consent

22   Have you prepared Informed Consent Form(s) which participants in the study will be asked to sign, and which are appropriate for different kinds of participants?   Choose an item.

If YES, **please attach the informed consent form(s).**

If NO, please explain:

> YES

23   Please check the details on the informed consent form(s) match each one of your answers below. Does this informed consent form:

a)   inform participants in advance about what their involvement in the research study will entail?

YES

b)   if there is a risk that participants may disclose information to you which you may feel morally or legally bound to pass on to relevant external bodies, have you included this within a confidentiality clause in your informed consent form?   YES

c)   inform participants of the purpose of the research?   YES

d)   inform participants of what will happen to the data they provide (how this will be stored, who will have access to it, whether and how individuals' identities will be protected during this process)?   YES

e)   if there is a possibility that you may use some of the data publicly (e.g. in presentations or online), inform the participants how identifiable such data will be **and** give them the opportunity to decline such use of data?   YES

f)   give the names and contact details (e.g. email) of at least two people to whom queries, concerns or complaints should be directed? One of these people should be on the Education Ethics Committee (please use education-research-administrator@york.ac.uk) and not involved with the research.   YES

g)   in studies involving interviews or focus groups, inform participants that they will be given an opportunity to comment on your *written record* of the event?   YES

If NO, have you made this clear this on your consent form?   Choose an item.

If NO, please explain why not:

>

h)   inform participants how long the data is likely to be kept for?   YES

i)   inform participants if the data could be used for future analysis and/or other purposes?

YES

j)   inform participants they may withdraw from the study during data collection?   YES

k) provide a date/timescale by which participants will be able to withdraw their data and tell the participants how to do this? (NB. If your data is going to be completely anonymised, any withdrawal of data needs to happen before this.)   YES

NA if your data will be anonymous at point of collection

If your answer was NO to any of the above, please explain here, indicating which item(s) you are referring to (a-j):

24 Who will be asked to sign an Informed Consent Form? Please select all that apply:

CATEGORY	
Adult research participants	☐
Research participants under 16	x☐
Teachers	x☐
Parents	x☐
Head/Senior leadership team member	x☐
Other (please explain)	x☐

25 In studies involving an **intervention** with under 16s, will you seek informed consent from parents?

YES

If NO, please explain:

If YES, please delete to indicate whether this is 'opt-in' or 'opt-out'
If 'opt-out', please explain why 'opt-in' is not being offered:

This will be opt out
The reason for the opt out choice is: The young people will undertake the baseline self assessments in class groups, all of the assessments are Self Assessments. The Project is in line with normal education provision as it will focus on relationships, self esteem, emotional literacy and learning to learn skills. The whole class will undertake the project or small groups will be undertaking the project in Tutor time or PHSE time.

SECTION 2

Data Storage, Analysis, Management and Protection

26   I am accessing data from a non-publicly available source (regardless of whether the data is identifiable) e.g. pupil data held by a school or local authority, learners' work.   NO

If YES, I have obtained written permission, via an informed consent document, from a figure of authority who is responsible for holding the data. This informed consent a) acknowledges responsibility for releasing the data and b) confirms that releasing the data does not violate any informed consents or implicit agreements at the point the data was initially gathered.

NO

27   I have read and understood the Education Ethics Committee's *Guidance on Data Storage and Protection*   YES

28   I will keep any data appropriately secure (e.g. in a locked cabinet), maintaining confidentiality and anonymity (e.g. identifiers will be encoded and the code available to as few people as possible) where possible.   YES

29   If your data can be traced to identifiable participants:
a) who will be able to access your data?

> Only myself as the researcher and Dr Poppy Nash as Supervisor

b) approximately how long will you need to keep it in this identifiable format?

> Until such time as the data has been put into anonymised form. This should be approximately 2 weeks after collection of data at the beginning and then end of the project.

30   If working in collaboration with other colleagues, students, or if under someone's supervision,   please discuss and complete the following:

We have agreed:
a) *Alison Waterhouse* will be responsible for keeping and storing the data
b) *Alison Waterhouse and Poppy Nash* will have access to the data
c) *Alison Waterhouse and Poppy Nash* will have the rights to publish using the data

Reporting your research

31   In any reports that you write about your research, will you do everything possible to ensure that the identity of any individual research participant, or the institution which they attend or work for, cannot be deduced by a reader?   YES

If NO please explain:

Conflict of interests

32   If the Principal Investigator or any other key investigators or collaborators have any direct personal involvement in the organisation sponsoring or funding the research that may give rise to a possible conflict of interest, please give details:

> N/A

Potential ethical problems as your research progresses

33   If you see any potential problems arising during the course of the research, please give details here and describe how you plan to deal with them:

> Right to withdraw – this would need to be made clear to the parents of the baby to be observed as well as to the schools taking part in the project.
>
> Risk and potential harm – What kind of risks might the research generate for the parents and infant? Might the infant be harmed by the observations? Might the parent's capacity to parent be harmed by the observations and questions from the young people?
>
> Parents joining the project will all be interviewed by the Lead Practitioner within the school.
> All parents taking part in the observation will be given an information sheet about the project and access to the web site.
> All parents will be given the researchers email.
>
> Risk and potential harm – might there be a physical risk of bringing a young baby into school? What steps will be taken to minimise potential risks?
>
> All schools will undertake a written risk assessment about bringing a mother/Father and small infant into school. The risk assessment will state that only adults will be asked to carry or hold the visiting infant. Young people will only be able to hold the infant at the mothers request and only if they are seated on the floor or chair. The visiting parent will be given a copy of this.
>
> Role/boundaries – How will teachers running the project be trained? How will teachers delivering the project be supported? What support can be offered to teachers running the project and by whom?
> Teachers running the project will have to have completed the 3 day training course run by the researcher. If at any point during this time the researcher has concerns over a teacher's ability to run the project safely and appropriately then they will raise the issue with the schools Head Teacher or SLT.
> All teachers will have access to the researcher via email, face time, skype, or phone.
> All teachers will meet either face to face or via face time once every 6 weeks to discuss the programme in their school.
> All lead teachers will have undertaken the training together as research school and will have been given each other's email details as a way of supporting the programme delivery within their schools.

Student's Name (please type):	Alison Waterhouse
Date:	15 December 2016

Please <u>email</u> this form to your supervisor. They must approve it, and send it to the Programme Administrator by email.

NOTE ON IMPLEMENTING THE PROCEDURES APPROVED HERE:

If your plans change as you carry out the research study, you should discuss any changes you make with your supervisor. If the changes are significant, your supervisor may advise you to complete a new 'Ethical issues audit' form.

For Taught Masters students, on submitting your MA dissertation to the programme administrator, you will be asked to sign to indicate that your research did not deviate significantly from the procedures you have outlined above.

For Research Students (MA by Research, MPhil, PhD), once your data collection is over, you must write an email to your supervisor to confirm that your research did not deviate significantly from the procedures you have outlined above.

THE UNIVERSITY *of York*

Informed Consent for participation in research project.

(Parent and Baby)

Title of Project: Using Parent Baby Observation Within the Classroom to Develop Learning to Learn skills, Emotional Literacy, Social Skills and Wellbeing.

Researcher: Alison Waterhouse MA in Education by Research Student at University of York.

Dear Parent/Carer,

(Head Teacher) has kindly agreed to allow (Name of school) to take part in a new project being conducted by a researcher from the University of York, Alison Waterhouse. The purpose of the project is to explore the use of Parent and baby observations within the classroom to develop learning to learn skills, emotional literacy, social skills and wellbeing.

We would like you and your child to take part in this project. The project will involve visiting the school and coming into the classroom for about 1 hour once a month for a year. The project will run from September 2017 to July 2018.

If you agree to take part in the project this would mean:

2. You and your child would come into school once a month for one hour each visit for a year. The days and times would be organised with you by the Lead Teacher for the project.
3. You and your child would spend the time with the same class of children who would ask you questions about the development of your child, discuss what they observe and explore their thoughts, ideas and observations.
4. The children involved with the project would then use the observations and information you have chosen to share as a stepping stone to exploring relationships, learning to learn skills, social skills, emotional literacy wellbeing and mental health during the interim weeks.
5. Photographs to be taken of yourself and your child to be used within the school and or by the researcher for promotion and training purposes.
6. Video clips to be taken by the school for use in follow up sessions with the children.

The Circles for Learning Sessions will include:

The Parent and class baby will come into the class once a month for a year. During the observation the children or young people will be seated in a circle on the floor. The baby will have a blanket on which to sit, crawl or play to ensure that they are protected from the floor. The beginning of the session will be focused on the parent talking about what has

happened over the past month and the children and young people asking question or following up observations and questions from the last visit.

After this catch up session the class teacher will 'notice' things that the class baby is doing and will ask the children to explore and think about those things. These will include the class baby's behaviour, interactions or play, development and learning. These will then be discussed by the children and with the help of the class teacher extended. Expectations are for the class teacher to challenge the children's answers so that they expand, and share what they think as well as make links to themselves or link to evidence. The class teacher will involve the mother in these questions and interactions with the children.

The final part of the session will be to work together as a group to compile an observation and reflection sheet comprised of areas:

1. I wonder questions. Example: I wonder how far a baby can see when they are born?
2. I was interested in …. Example: I was interested in the fact that our class baby kept looking at Mum. I think this was due to the fact that she was feeling unsure and wanted reassurance. I would like to find out how often she does this and whether it decreases as she settles in the session?
3. Things I observed. Example: I observed that our class baby really enjoyed playing with the bricks this session.

These will then be followed up and researched by the children.

This will be the second research project that Alison Waterhouse has carried out. The first was in primary schools and showed a range of positive benefits to children and staff. These included a greater shared language for learning in the participant classes, better relationships and ability to problem solve as a class, greater empathy and understanding towards each other, improved emotional literacy and engagement in learning. It is hoped that the secondary research project will share similar benefits for young people and staff.

All data will be stored in secure filing cabinets and on a password protected computer. The data will be kept for 5 years and then will be destroyed. The data may be used for future analysis and shared for research or training purposes but participants will not be identified individually.

Please note: If we gather information that raises concerns about the safety of children or young people or about other concerns as perceived by the Researcher, the Researcher will pass on this information to the Lead Practitioner for Circles for Learning.

I hope that you will choose to take part in the Circles for Learning Research project. If you have any questions about the project that you would like to ask before giving your consent

or after the data collection then please feel free to contact me by email on
alisonwaterhouse@circlesforlearning.co.uk

Or

Chair of Ethics Committee via email education-research-administrator@york.ac.uk

Please keep this information sheet for your own records

Please return the form to (name of lead teacher) by the (date)

Thank you for taking the time to read this information

Informed Consent for participation in research project.

(Parent and Child)

	Yes	No
Having read the information above I wish _____ (Name of parent and child) To take part in the Circles for Learning Project		
I am happy for photographs to be taken of myself and my child within the group.		
I am happy for photographs of myself and my child to be shared with the Researcher for use on information about the project including training, leaflets and web sites.		
I am happy for video clips to be taken of myself and my child for the use within follow up sessions within school.		
I am happy for video clips of myself and my child to be used by the researcher for training purposes with other teachers.		
I have been given a copy of this form		

Name of Parent:_____

Signature of Parent:_____

Date:_____

THE UNIVERSITY *of York*

Informed Consent for participation in research project for School Staff

Please look at Headteacher consent form and amend this form to be consistent with suggested changes

Title of Project: Using Mother Baby Observation within the classroom to develop Learning to Learn skills, Emotional Literacy and Social Skills.

Researcher: Alison Waterhouse MA in Education by Research Student at York University.

Dear (Teaching Staff)

I am currently carrying out a research project to explore the use of mother and baby observations within the classroom to develop Learning to Learn skills, emotional literacy, social skills and wellbeing.

I am writing to ask if you will agree to take part in the research project.

If you agree to take part in the project this would mean:

7. Undertaking the 3 day Circles for Learning Training.
8. To lead a class in the monthly mother/father baby observations and follow up work from September 2017 to July 2018. (How this is undertaken would be agreed between yourself and myself at the end of the training.)
9. Supervising the Baseline assessment for the children working on the project. This would include:
   ❖ Buttler SIP self-Assessment.
   ❖ Emotional Literacy Self-Assessment Southampton University
   ❖ ELLI self-assessment
   ❖ Social Skills assessment

   This would then be repeated in July 2018 at the end of the project.

10. An initial interview where you would be asked to discuss your classroom practice, CPD, and understanding of behaviour management and student wellbeing.
11. Completion of a Learning Log about the work you undertake with the children over the year and provide photographs of the work the young people completed as well as the topics they had explored.
12. Undertake a phone interview or face time interview, with myself, each half term to discuss the work you have undertaken and the response of your class group.
13. At the end of the project undertake an exit interview to discuss how you felt the project had gone, how it had impacted on you teaching and what you felt the benefits had been to your group and yourself.

   This will be the second research project I have carried out. The first was in primary schools and showed a range of positive benefits to children and staff. These included a

greater shared language for learning in the participant classes, better relationships and ability to problem solve as a class, greater empathy and understanding towards each other, improved emotional literacy and engagement in learning. It is hoped that the secondary research project will share similar benefits for young people and staff.

Information about your school will be anonamised and sudonames given. Details about the catchment area will be carefully written so that the schools participating in the research cannot be identified.

The data that your Young People provide through the self-assessment questionnaires will be stored by code, any information that identifies children will be stored separately from the data.

Information shared by yourself will also be coded and your name will be changed.

All data will be stored in secure filing cabinets and on a password protected computer. The data will be kept for 3 years and then will be destroyed. The data may be used for future analysis and shared for research or training purposes but participants will not be identified individually.

If you do not want data to be included from your school as a result of this research then please do not sign this consent form.

Your participation is voluntary and confidential and therefore you are free to withdraw from this research at any time during the data collection and up to the end of the project in July 2018. You will be given the opportunity to check the interview transcript for accuracy.

I hope that you will chose to take part in the Circles for Learning Research project. If you have any questions about the project that you would like to ask before giving your consent or after the data collection then please feel free to contact me by email on alisonwaterhouse@circlesforlearning.co.uk or by telephone on 01580881271, or the chair of ethics committee via email education–research-administrator@york.ac.uk

If you are happy to participate in this research project then please complete the form enclosed and email it to me on alisonwaterhouse@circlesforlearning.co.uk

Please keep this information sheet for your own records

Thank you for taking the time to read this information

Yours sincerely

Alison Waterhouse

	Yes	No

Having read the information above I agree to take part in this research project from September 2017 to July 2018		
I agree to provide a learning log of the journey and work I undertake with my class for the year including photographs and photocopies of the work they undertake.		
Having read the information above I agree to be interviewed for this project at the beginning and the end of it.		
Having read the information above I agree to discuss the progress of the project on a termly basis with the Researcher Alison Waterhouse		
I agree to be audio recorded		
I agree to extracts of my responses being used anonymously in research		
I have been given a copy of this form		
I would like to see a copy of my interview transcript, my email address is		

Name:_____

Date:_____

THE UNIVERSITY *of York*

Informed Consent for participation in research project for Schools.

(Headteacher)

Title of Project: Using Parent Baby Observation Within the Classroom to Develop Learning to Learn skills, Emotional Literacy, Social Skills and Wellbeing.

Researcher: Alison Waterhouse MA in Education by Research Student at University of York.

Dear Head Teacher

I am currently carrying out a research project to explore the use of mother and baby observations within the classroom to develop learning to learn skills, emotional literacy, social skills and wellbeing.

This will be the second research project I have carried out. The first was in primary schools and showed a range of positive benefits to children and staff. These included a greater shared language for learning in the participant classes, better relationships and ability to problem solve as a class, greater empathy and understanding towards each other, improved emotional literacy and engagement in learning. It is hoped that the secondary research project will share similar benefits for young people and staff.

I am writing to ask if your school would agree to take part in the research project.

If you agree to take part in the project this would mean:

14. Two members of staff undertake the 3 day Circles for Learning Training.
15. One class would participate in the monthly parent baby observations and follow up work from September 2017 to July 2018. (How this is undertaken would be agreed between your Lead member of staff and myself at the end of the training.)
16. Baseline assessment for the children working on the project would be undertaken by the Lead Teacher. This would include:
    ❖ SIP for children and adolescents. Richard J. Butler 2001
    ❖ Emotional Literacy: Southampton University Psychology Service 2003
    ❖ Effective Lifelong Learning Inventory (ELLI) developed at the University of Bristol by Prof. Patricia Broadfoot CBE, Prof. Guy Claxton and Dr. Ruth Deakin-Crick. 2004
    ❖ Social Skill Improvement System. (SSiS) Frank Gresham and Stephen N Elliott. 2008

    This would then be repeated in July 2018 at the end of the project.

17. Staff would undertake an initial interview where they would be asked to discuss their classroom practice, CPD, and understanding of behaviour management and student wellbeing.

18. Both members of staff would complete a Learning Log about the work they undertook with the children over the year and provide photographs of the work the young people had completed as well as the topics they had explored.
19. Staff would then undertake a phone interview or face time interview, with myself, each half term to discuss the work they have undertaken and the response of their group.
20. At the end of the project staff would undertake an exit interview to discuss how they felt the project had gone, how it had impacted on their teaching and what they felt the benefits had been to their group and themselves.

Information about your school will be anonymised and pseudonyms given. Details about the catchment area will be carefully written so that the schools participating in the research cannot be identified.

The data that your young people provide through the self-assessment questionnaires will be stored by code and any information that identifies children will be stored separately from the data.

Information shared by teaching staff will also be coded and names will be changed.

All data will be stored in secure filing cabinets and on a password protected computer. The data will be kept for 5 years after completion of the project and will then be destroyed. The data may be used for future analysis and shared for research or training purposes but participants will not be identified individually.

If you do not wish data to be included from your school as a result of this research then please do not sign this consent form.

Your school is free to withdraw from this research at any time during the data collection and up to the end of the project in July 2018.

You guarantee that there will be no consequences for staff if they choose to withdraw from the research at any time during the project.

You guarantee that there will be no consequences for a child if they choose to withdraw from the observation session once a month. If a young person chooses to withdraw from the observation sessions then they will be accommodated within another class.

Please note: If we gather information that raises concerns about the safety of children/young people or about other concerns as perceived by the Researcher, the researcher will pass on this information to the Lead Practitioner for Circles for Learning.

I hope that you will choose to take part in the Circles for Learning Research project. If you have any questions about the project that you would like to ask before giving your consent or after the data collection then please feel free to contact me by email on

alisonwaterhouse@circlesforlearning.co.uk or by telephone on 01580881271,

 or

Chair of Ethics Committee via email education-research-administrator@york.ac.uk

If you are happy for your school to participate in this research project then please complete the form enclosed and email it to me on alisonwaterhouse@circlesforlearning.co.uk

Please keep this information sheet for your own records

Thank you for taking the time to read this information

Informed Consent for participation in research project for Schools.

(Headteacher)

Please tick the boxes below as appropriate

	Yes	No
Having read the information above I agree to _____(Name of School) taking part in the Circles for Learning research project from September 2017 to July 2018		
I agree to enable 2 of our Teaching staff to attend the 3 days Circles for Learning Training. (One of whom will be a qualified teacher who will lead the project in school)		
Having read the information above I agree to assessment data of the young people undertaking the project being collected.		
I have been given a copy of this form		

Name of Headteacher:_____

Signature of Headteacher:_____

Date:_____

THE UNIVERSITY *of York*

Informed Consent for participation in research project.

(Parent of Participant)

Title of Project: Using Parent Baby Observation Within the Classroom to Develop Learning to Learn skills, Emotional Literacy, Social Skills and Wellbeing

Researcher: Alison Waterhouse MA in Education by Research Student at University of York.

Dear Parent/Carer,

(Head Teacher) has kindly agreed to allow (Name of school) to take part in a new project being conducted by a researcher from University of York, Alison Waterhouse. The purpose of the project is to explore the use of parent and baby observations within the classroom to develop learning to learn skills, emotional literacy, social skills and wellbeing.

We would like your permission for your child to take part in this project. The project will involve a parent and their baby coming into the classroom for about 1 hour once a month for a year and then undertake follow up work within lessons led by (name of lead teacher). The project will run from September 2017 to July 2018.

If you agree to take part in the project this would mean:

21. Your child would participate in the monthly observations alongside of his/her peers.
22. Your child would complete a baseline assessment undertaken by (name of Teacher.) This would include:
    - ❖ SIP for children and adolescents. Richard J. Butler 2001
    - ❖ Emotional Literacy: Southampton University Psychology Service 2003
    - ❖ Effective Lifelong Learning Inventory (ELLI) developed at the University of Bristol by Prof. Patricia Broadfoot CBE, Prof. Guy Claxton and Dr. Ruth Deakin-Crick. 2004
    - ❖ Social Skill Improvement System. (SSiS) Frank Gresham and Stephen N Elliott. 2008

    This would then be repeated in July 2018 at the end of the project.

This will be the second research project that Alison Waterhouse has carried out. The first was in primary schools and showed a range of positive benefits to children and staff. These included a greater shared language for learning in the participant classes, better relationships and ability to problem solve as a class, greater empathy and understanding towards each other, improved emotional literacy and engagement in learning. It is hoped that the secondary research project will share similar benefits for young people and staff.

The data that young people provide through the self-assessment questionnaires will be stored by code, any information that identifies children will be stored separately from the data.

All data will be stored in secure filing cabinets and on a password protected computer. The data will be kept for 5 years after completion of the project and then will be destroyed. The data may be used for future analysis and shared for research or training purposes but participants will not be identified individually.

If you **do not** wish data to be included from your child then please sign this consent form.

If you **do not** wish for your child to take part in the project then please sign the consent form.

If your child decides to withdraw from the observation sessions (which will occur once a month) then the Head Teacher guarantees that there will be no consequences and that your child will be accommodated within another class.

Please note: If we gather information that raises concerns about the safety of Your child or about other concerns as perceived by the researcher, the Researcher may pass on this information to the Lead Practitioner for Circles for Learning.

I hope that you will choose to take part in the Circles for Learning Research project. If you have any questions about the project that you would like to ask before giving your consent or after the data collection then please feel free to contact me by email on

alisonwaterhouse@circlesforlearning.co.uk

or

Chair of Ethics Committee via email education-research-administrator@york.ac.uk

Please keep this information sheet for your own records

Please return the request to withdraw form to (name of lead teacher) by the (date), if you do not wish your child to take part in the project or you do not wish for them to undertake the self-assessments.

Thank you for taking the time to read this information

Informed Consent for participation in research project.

(Parent of Participant)

Please tick appropriate boxes below.

	Yes	No
Having read the information above I wish _____(Name of child) Not to take part in the pre or post project assessment		
Having read the information above I wish _____(Name of child) Not to take part in the Circles for Learning Project		
I have been given a copy of this form		

Name of Parent:_____

Signature of Parent:_____

Date:_____

Appendix 16

IPA Themes that have emerged from interviews with Staff throughout the Circles for Learning Project			
School A	**First Interview**	**Mid Project Interview**	**Final Interview**
Teacher 1 School A SEMH UK School	**Cohort** The Y7 children had been chosen to take part in the project as a way of transitioning into school. 7 out of the 8 CYP were on the ASC CYP working in two separate groups Parents had been contacted by phone to discuss the project with. Parents were interested in the project this surprised the school. **Implementation** The other member of staff who had undertaken the training had left the school. The assessments had not been completed due to staff changes. How do you support new staff joining the project when they had not accessed the training? **Circles for Learning as a teaching tool** Children's anxiety was much lower than the Lead Practitioner had expected. This was linked to the CYP perception that the time had no academic pressure to achieve anything. CYP all managed the sessions in slightly different ways which allowed for the Lead Practitioner to think about their individual needs and to use the observations as a framework for thinking about the CYP.	**The impact on ASC children** Created an environment where CYP could be curious about a small child. Interactions with a small child Provided an opportunity to coach children's social interactions. Developed confidence as CYP looked forward to the interactions. Provoked children to remember, think about and share early experiences of their own. Created an environment where CYP share experiences and listened to each other. Observations became a catalyst for children in remembering their own experiences or wanting to talk about their own early years. **Class environment** Supported the development of social skills. Created an environment for observations, discussion and reflection. Created a safe space to think about and explore behaviour and relationships. Created a safe environment to be curious about each other and ways of experiencing the world. Introduced a project that the CYP were interested in and engaged with. **Implementation** Difficult to lead with only one member of staff who had been trained. Difficult to share the practice, ways of working with new staff.	**Implementation** How do you enable new staff to join the project? School ethos needs to be supportive of the work around relationships and developing social and emotional skills. The importance of the parent in making the project a success. Skills in coaching CYP in social interaction important for staff to develop. Impact could be greater if staff running the project could be with CYP more – support the transference of skills. The importance of follow up work in developing skills. **Impact on CYP** Positive impact on relationship with staff leading project. Sessions became a catalyst for memories and experiences that the children wanted to share. Enabled a greater understanding of CYP. Experience of interacting with a small child and each other within the group. Development of another person's needs and how to support these. Opportunity to explore cause and effect linked to baby's behaviour and responses. Social interaction coaching and mentoring. **Impact on School.**

	By observing the baby learn the children were able to reflect on their own learning. The baby sessions seemed to provoke discussions about the CYP own experiences which they were then willing to share with each other. **Personal Impact** Interest and fascination. Enjoyment of being with the CYP. Interest in the ability to observe and reflect on the CYP behaviours interactions and perceptions.	Difficult to observe reflect and develop skills with the children. Biweekly visits with Mum and Baby – children enjoyed these. Very small amount of follow up due to time of the Facilitator who was now no longer in the classroom. Impact of the observations on staff – CPD Training provoked thoughts and ideas about social skills development for ASC CYP. Difficulty in following up work discussed due to secondary ways of working. The vital role the facilitator places in developing understanding and coaching social interaction. Staff very interested and wanted to become involved. **Personal Impact** Training acted as a catalyst for thinking about social skills development and lack of understanding what they were and how to teach them with ASC CYP. Training acted as a catalyst for thinking about emotions and how to develop these with CYP. Frustration about lack of transference of skills from the CfL project room to other classrooms. Difficulty in facilitating group as well as coaching CYP in social interaction skills and exploring the behaviour of the small child, Enjoyment of work with CYP and how they responded and reflected on the time with the Mum and small child.	Sharing of new experiences and ways of working – creative and reflective. Importance of observation and how this can extend thinking understanding and practice. Highlighted the need for staff development in social skills development and emotional barriers to learning. Plus attachment and how this affects behaviour and learning. **Personal Impact** Enjoyment of work with children. Enjoyment of supporting and working with Mum (who was a friend) Caused thinking and reflection on transference of skills for ASC CYP. Built skills of coaching and developing social skills within the classroom. Enabled Lead Practitioner to understand children and their experiences more fully. Supported thinking about how as a school teaching social skills and social interaction was important and ways of doing this. **Circles for Learning as a Teaching and Learning Tool** The importance of observation in supporting children make links between emotions and behaviour. The environment of a Special School promotes the importance of relationships and this supports the work of the project. Focus on ASC CYP and what this means for social interaction and how as a school this could be addressed. Supported personal study.

Teacher 2 School A SEMH UK School		**Impact of the Project** **Social Skills** Improved interactions with each other Curious and interested in other people Able to think about the needs of another **Development and Social Interaction** Able to see social interaction in action Enabled learning about Social Interaction with staff coaching them See interactions as a chain of social engagements that link together **Personal Impact** Interested in the area of Social Interaction so observations were fascinating Importance of teaching Social Interaction – project facilitated this Excitement and Professional curiosity in watching the project develop and the children learn **Circles for Learning as a Teaching and Learning Tool** Catalyst for sharing own experiences Observation good for staff development reflection and thinking about children Videos of the Parent and Baby visits useful in teaching Social Interactions with the children as a follow up lesson.	

Appendix 17

IPA Themes that have emerged from interviews with Staff throughout the Circles for Learning Project			
School B	**First Interview**	**Mid Project Interview**	**Final Interview**
Teacher 3 School B mainstream UK School RN	**Circles for Learning as Teaching and Learning Tool** The speed of engagement with the CYP Observations enabled behaviour to be discussed and linked to causes and emotions Provided a forum for coaching children in how to manage, behave social interactions Provided a forum for the teacher to listen and understand how CYP thought about things **Environment of school** Difficulty in setting up project with timetables, attitudes and teachers buying onto a way of working. Challenging the way of thinking about behaviour Not a safe environment to share vulnerabilities for teachers or children **Personal Impact** Anxiety of bringing something new into the school Staff watching and judging what happens and how children respond and of the impact the project has. Enabled a way to challenge ways of thinking about children and behaviour Supported personal way of working Great enjoyment, fascinated by CYP responses engagement and reflections		**Running the Sessions** Engineered sessions to address identified issues and challenges for the CYP. Explored different ways of managing situations. As well as link to cause and effect. Understand CYP thinking and interpretation of events. Challenges of being the parent and the teacher. Use of the videos as teaching materials. Need for consistency and designated protected area to follow up work. **Impact on Professional** Created a forum to think about CYP and their experiences and then link this to their behaviour and needs. Created a forum for reflection on specific children and their development despite early trauma. The importance of personal emotional resilience. Enjoyment of watching own child – robust and confident in their interaction with CYP. Provided a framework to think about CYP needs and how they access learning. Enjoyed finding concrete evidence that CYP can change their behaviour and access learning if the environment is provided that supports their needs.

			The powerful impact that a strong positive relationship can have on managing stressful situations with CYP. **Impact on CYP** Allowed the use of metaphor in thinking and reflecting on behaviour. Provided the opportunity for second chance learning with another person. Enabled positive experiences and the development of positive relationships with both younger child and staff. The experience of being thought about by staff in a more holistic way. Lower rate of exclusion for CYP undertaking the project. Enabled another side of CYP to be observed. **Implementation** The need for consistency with times spaces and staff. Challenges and benefits of being the parent and the teacher. Challenges of running a project like this in secondary school. **The School** Challenges for the School at this time. Staff struggling to balance the emotional needs of the CYP with the academic pressures. Head aware that some vulnerable children need specific support before they can access learning. Ability of head to continue to think about CYP needs during challenging times. Tension within the staff team as to how best to meet the needs of CYP.

			Exclusion model in place – focused on punishment. Training being introduced to support staff think about and understand behaviour and therefore meet the CYP needs. Importance of trauma informed practice. **Future Development** Work in Year groups not across them. Ensure consistency of time, staff and space. Ensure follow up activities undertaken to support observations, discussion and needs. Use a baby that is younger at the beginning of the project to enable CYP to watch growth and development. Will a wellbeing curriculum allow this sort of project in the future? Will Ofsted's interest on curriculum encourage schools to put interventions in place for their most vulnerable CYP?
Teacher 4 School B mainstream UK School	**Circles for Learning as a Teaching and Learning Tool** Very powerful and thought provoking as a tool to reflect, think about behaviours and interactions and make links. Provided a forum to understand CYP behaviours and the importance of social and emotional learning. Assessments undertaken were really interesting and very useful. They gave an understanding of the way CYP thought and made links.	This teacher had a change of timetable and responsibility and was not able to complete the project.	

	Provided a forum to discuss, share and manage emotions in the classroom which them impacted on T and L. **Personal Impact** Provoked thinking about CYP needs and school ethos and strategies for managing behaviour. Provoked thinking about role as a teacher and managing CYP who are stuck in their learning and not meeting their needs. Reduced stress linked to managing behaviour as greater understanding came from the training. **Thinking about Behaviour** Supported understanding of behaviour and how to address this in the classroom. Developed reflection on what is learning in its broadest sense. Created the wish to try different things as some strategies were not liked or were not working. **School Environment** Provoked thinking about understanding behaviour and behaviour management. Provoked thinking about how to support the most vulnerable of children and the chaos they bring Tensions between children's needs and school ethos.		

Appendix 18

IPA Themes that have emerged from interviews with Staff throughout the Circles for Learning Project			
School C	First Interview	Mid Project Interview	Final Interview
Teacher 1 School C mainstream UK School	**Relationships** Became more trusting and more relaxed and CYP seemed to become more respectful of each other as the project developed. By providing a space and an ethos that sharing emotions and feelings was acceptable the T and L space seemed less stretched. Created a space where coaching became stronger and tolerance respect, thinking and listening were modelled and practiced. Significant difference in relationships with the CYP and their responses. **The Classroom Environment** The environment became more thoughtful and supportive focusing on how to do things together. Time was made for emotions and feelings and by doing this they became more contained and manageable. Developed more of a culture about thinking together and problem solving. Impact on T and L by focusing on what the CYP might need – WIIFMe Individual strategies introduced which supported CYP. **Impact of the project on the children** The message given to the children seemed to move to an 'I am interested in		**The impact on the Group** Improved ability to work together Enjoyable Group became a positive place to be Teacher described the development of the group as Amazing Social interaction improved Sense of belonging – secure base, attachment figure Children experienced second chance learning Children experienced disconfirming experience Atmosphere of group more tolerant, inclusive, able to listen to each other and accept difference. Greater emotional literacy Greater interest in each other Safe place to have an opinion and question Significant work on Em Literacy Stronger relationships – more trusting, supportive more collaborative Calmer group more harmonious and less aggressive **Personal Impact** Sense of enjoyment in group progress Enjoyed the work and projects that developed – body language and nonverbal communication and its impact on others. Watching individual impact

you' rather than an 'I am here to teach you what you need to know.'

Focused moved to a more working together ethos.

If emotions come into the classroom and I as a teacher can contain them we can then think about them together.

What you think about yourself as a learner is really interesting to me as a teacher. Let's think about this together.

If I am interested in you then you must be interesting.

Personal Impact

The training facilitated looking at things differently

The assessments enabled me to focus on the CYP and what they needed or wanted from a T and L point of view.

Training and the project caused me to confront my knowledge and thinking and make alterations – which then had an impact with the CYP and my relationships as well as with my T and L.

I planned lessons with CYP in mind.

The Project caused me to coach the CYP more

I was fascinated and therefore wanted to share with other colleagues.

Enjoyment of better relationships with CYP

Enjoyment of the ELLI profiles and being able to focus on CYP understanding of themselves as learners.

Enjoyment of coaching role

Development of emotional literacy in C/R – new way of working

Training heightened awareness of attachment and learning and emotional literacy

Hold emotional literacy and Learning dimensions in mind when planning

More attuned to CYP needs

Enjoyed the staff training recommended viewing

More meaningful conversations with CYP about their learning.

Greater interest in CYP and the way they experience the world.

Behaviour management is easier

Group more manageable and less stressful.

Impact on CYP

Significant improvement for different CYP in different ways.

Anxiety symptoms of one CYP have now disappeared

Confidence of CYP grown

Understanding that their views are important and the confidence to share them.

More collaborative

More supportive

Increased interest in learning

Confidence

Ability to accept criticism

			Emotional Literacy Tolerance **CfL as a Teaching and Learning Tool** Project created the forum to develop emotional literacy Project focused on relationships and thus gave permission and forum to develop T-CYP relationships Created a space to develop emotional literacy Linked to staff Learning hubs on attachment Emotional literacy fed into staff learning hubs Reciprocity and attachment modelled and observed and experienced by CYP Age shelf life towards the end CYP started to lose interest. Resources shared with SEMH team and Pastoral Team

Appendix 19

School C First Interview

RESEACHER: So let's think about what has the training on Attachment Neuroscience and learning, how has that made an impact to your practice, if at all.

Teacher A: Umm, I think that it has made me look differently at the student, because I'm doing it with a group of twelve year nines, going into year ten now. Umm, and I think looking at their profiles but also having a sense of the attachment, knowing their backgrounds a bit, but umm, I think this has forced me to confront the knowledge related to what's actually happening with them. Instead of just knowing them, their histories in the background and what attachment issues they could have and so on, it's been, not exactly made me objective but more …it's made me look slightly different at the students in a more critical way, I mean that in a good sense in a sense that 'OK, let me just think about this and how can I approach you differently or present something differently because I understand more what's going on with you, and I'm understanding a bit more about your behaviour. And why you might feel comfortable there or interacting with this person or this particular piece of work.'

RESEACHER: So you're, because of your thinking now about it, your adapting more, you're more flexible.

Teacher A: Yes, yes. And I think more, more cerebral in actually thinking, in thinking, you know a little about the theory and how that's relating and more deeply about individuals, so in terms of like preparation for a group, which you'd do anyway, it's just in terms of thinking, what do I need an extra little to this person to present something or explain something or go back to them five minutes later because of the way that they've reacted, you know.

RESEACHER: So how are they responding to your different way of being with them?

Teacher A: It's become, it was a really nice group with good relationships anyway, but it's become more relaxed, maybe, but more comfortable I think. So that a couple of students with significant issues, particularly due to attachment issues have umm, opened up more to me, and they were, you know, always would say things anyway, but I think I'm thinking a bit more about how to help manage their attitude to learning particularly. But their also, I was going to say their randomly, and it seems random, more randomly telling me things about that are happening or how they're feeling etcetera, that is developing really well.

RESEACHER: That's really lovely. I suppose though that's the bit, if you are thinking about them, their experience of being thought about must be a pleasant one. And there for its a bit like , well I'm giving you something and they feel that link is stronger and they're able to give more and trust more that you're interested and want to know. Whereas I wonder because we're teaching, and we've got so much to do and there's that 'well I can't deal with that right now' or there's a slight focus or a refocus on young people, well we need to get this done, yeah, so maybe their experience is something slightly softer.

Teacher A: Yeah, I think so and if I pick up on the significant word that you've said, would be the trust issue

RESEACHER: Ah, Yeah

Teacher A: Umm, and I think it would be that, umm, to say more, I'm thinking of relating an incident before which was only ever before half a picture, you know, you always have to 'what was your part in this' you always have to do this, no, ok, umm, I'm getting that more and more he's saying more to me about the background to it and what had happened before, you know, if there was an incident and the way he was feeling. He'd never say about the way he was feeling before, he'd be dealing with this person did this, this person did this.

RESEACHER: Yes

Teacher A: and everything was not my fault, ever. You know, and now it's 'I was feeling a bit like this and maybe' so the development and particularly the opening up of that trust and being able to tell me and share some emotions there is really significant.

RESEACHER: How are…are you doing the groups with your TAs that we trained when I came up?

Teacher A: Umm, when they can, which is not very often.

RESEACHER: OK, I wondered how other people are finding what you're doing by observing, so is school thinking in any way what you're doing with those young people?

Teacher A: Oh, it is actually, I'm instantly trying to think of a few things at once and it's not working! Hang on. There's one which I'll come back to, which is a research project, I have had some observations, just in terms of, you know normal observations which is been very interesting in terms of feedback, because of in terms of the teachers who have said, umm there's a very different atmosphere, and umm the way that's its working is really good. They've all been really positive in the fact that it is working, and the kids have been positive as well. So that has led onto in the school me having at least two more groups with that sort of basis there. So another one opening up within the same year group and also the year group below, to follow on with at least double the numbers in so its seen as really positive from that point of view. If I come back to the other one which is the research group, my role as assistant head of professional development, you know I'm not in charge of all of that but the SEN side, I've set up focus research groups for all of the teaching staff and teaching assistance. Are in particular groups, there are six groups across the school and they've each had as part of their performance management review to do a research project on a particular aspect of SEN and share that within the group, they've produced six, because obviously there are six groups, toolkits to use for the staff with, based on what they've done with our school context within a particular area of SEN. So, coming back to mine, that's what mine is, I've done this and its crossed over the two groups, one being SEN and the other being low cognition as well, it's been very valuable in that sense to link the two because its looking at the emotional needs but also looking at those with low cognition and needing to be in the right place to be able to get some elements of meta cognition going on. Or cognition in the first place going on, you know, and that engagement going on. Looking at that from an emotional point of view, which when I've explained that to some of the people, very, umm, traditional, this is what we do in a lesson people are like, woah! Well what you do is just think about each individual in the class. Which is what I'm doing, you know it's good, I'm like it is a small group so that's helpful in that sense because their only twelve, but looking at it from that point of view and that cognition and where that could go, that counts for a couple of the most challenging students, behaviourally, in the groups, it's been really positive to move them on, to get into a pattern of cooperation rather than non-cooperation, be it passive, rarely aggressive, but

usually passive, like yeah yeah yeah, I'll do it and then don't. and now its I'll do it and say if I don't know what I'm doing, if I've forgotten, because it's a minute later and I've forgotten, tell me again, whereas they wouldn't have had that trust, confidence level before to do it.

RESEACHER: SO it is that trust and that trust is moving in lots of different directions, that's lovely, ok, mmh, ok that's good, given me something to think about. Ok um, emotional barriers to learn then, we talked about that when we did the training um, how is that do you think impacted on what you are doing, we've sort of, I'm very aware that you've sort of answered it already in the sense of you've had a young person whose able now to share with you their emotions about an incident whereas they wouldn't of done before, but from a learning point of view you just, as I understand, just touched on it a little bit within the sense of trust in the classroom has enabled young people to come back and say to you in the learning cognition area about whether they can do something, but has that sort of, does that stay with you while you're working with them?

Teacher A: Yeah it does and I think, um particularly what I've done, I would think in terms of organisation as in making time within a lesson for an emotion discussion whereas before a couple of girls in the group would very very frequently have emotional issues which would mean you know that if they managed to get into a room they'd be out of it two minutes later going to the toilet all crying or yeah whatever and uhm, it just giving that reassurance okay what I'd like to happen now is, excuse me, okay we'll we'll start this work we'll do this bit and then you can sit down with me one to one within this lesson and you can tell me and we'll see you know what you can do then, I think it's having the confidence to do that, uhm, instead of feeling that, uh, not necessarily overarched control thing but but that sort of just it's okay for me to sit down and have that discussion now not send somebody off to the pastoral department or say it'll have to wait till lunchtime or something it's like yes we'll do that, we'll do that within this lesson and they know that and that's very calming, yeah you know.

RESEACHER: oh yeah absolutely, and do they take you up on it?

Teacher A: Yeah

RESEACHER: That's really lovely

Teacher A: Sometimes I've noticed um, one in particular will will say I really need to talk to you you know and I'll say okay let's start this class and then I'll say a bit later hey alright we can talk now and they're like oh no it's alright I don't need to now. Comes in with burning issue and it's just like

RESEACHER: So actually she just needed to know that you would

Teacher A: Just to know the options there I think

RESEACHER: A containing space as well as a trusting space

Teacher A: Yeah, and she's done that quite a few times you know to the point I've been thinking like you know when she says it again I really need to talk to you I'm like do you really you know I obviously wouldn't say that but its what's going on in my head like you probably don't do you but you need to know that you can if you want to and that that's probably enough

RESEACHER: Yeah, I think you might get to a point where you can say to her in a soft sort of way do you really because you say this quite a few times and sometimes don't need to I'm fascinated by it I'm here if you want me but it's interesting isn't it how you walk in and you need me and then you work it out for yourself I'm actually fascinated in the sense that you can work it out and you don't need me

Teacher A: Yeah I'll have that conversation with her actually yeah yeah yeah

RESEACHER: Because you said it just now in a rather jovial gentle sort of way it's not persecutory but it's sort of like we've now got a good enough relationship to explore this a bit more with you. Yeah. Which is also fascinating then because a lot of the time teachers want to have those conversations with children but they don't feel that they can because they don't feel that they can take the space and the time away for the delivery of something and actually what you're showing is that by saying yes I can, some children don't need it but that you can get the class learning and then come back to it, and actually it's not overtaking it not taking over the whole of the lesson

Teacher A: Yeah exactly its sort of in a different sense if you look at it from that sort of time point of view, it's much more efficient anyway you know than something some sort of major issue that leads to a row with somebody else you know and all that sort of thing going on that then needs unpicking and it's like okay I'm yours for this time at some point it's there and that's um, I was gonna say diffusing I don't know if that could be

RESEACHER: Yeah probably is

Teacher A: Yeah it probably is diffusing.

RESEACHER: No its fascinating okay, okay, the base-line assessments. How did they go and how have they have they been useful really so you did the ELLI one which I've now seen 'cause I've been able to access that, you did the emotional literacy one and you did the Butler self-esteem one, how have you found those?

Teacher A: I think from um, getting to think this can come back to thinking about the kids individually the self-esteem one was useful to me in that sense, to understand what was going on with them a bit more and to think maybe why and maybe how and how that. Um, the most useful one in terms of the actual crunch of teaching um, has been the ELLI so far really really helpful ahem, and I've explained this to um, a couple of the focus research groups and then did a sort of little presentation on them because that was really useful doing that for myself and thinking oh I understand me a bit better now you know, and I'm getting on a bit um, you know and even that now I understand and I understand my motivation in meetings when I've been like yeah but why yeah but why why why and it's like I understand why I'm doing that now you know and it really a bit relaxing for me um, but then to look at the profile of the er sort of the kids in that sense and then to think ok I need to include something about something in this area and something within this area and you know so you've got a um, so I've got a cross, you know if I'm explaining something or do an activity or whatever it is ahem, that sort of wiifm-factor everybody's like what's in it for me from their emotional perspective somehow to sort of get through and um, sort of get that little light bulb thing going on for them personally not just that we er we have to do this this is important work for qualifications thing, you know, so,

RESEACHER: yeah, yeah but it is that isn't it, it's very hard to help children understand, I'm always fascinated by the young people I work with who get to sort of seventeen, eighteen and the energy they put into learning to drive, and to remember their highway code, when they won't do the you know, GCSE's or anything and just think I can't do it, yet they can put all of that energy into remembering that stuff that they need to do to learn to drive, I've got a car at the end of it, it's such a big thing, where-as you've got a piece of paper that says literacy GCSE

Teacher A: yeah and,

RESEACHER: It just doesn't compare really, and I think that what's in it for me really quite quite fascinating, and like you help me understand me too, why did I put in that effort to that, whereas the other I won't, and why will I become argumentative at that point

Teacher A: Yeah exactly that's it, used to be a nightmare, yeah.

RESEACHER: Belief isn't it, it's a core belief and if you can understand that core belief about yourself then it means that you have more of a chance of moderating or choosing the behaviour that your gonna have and so yeah, okay fascinating for the ELLI, I mean I love the ELLI

Teacher A: Yeah I do to I think everybody should do it

RESEACHER: I agree, what did you find the conversations you were able to have with the children about their profile because I've always found their thinking about their learning that it was beginning to me of metacognitive because it's not thinking about learning it's about how they think about themselves the learner so it's sort of like the foundations to metacognition how have these conversations gone?

Teacher A: They've gone really well because I've had individual discussions with them about their profiles as well. I just wanted to make sure they understood it and were comfortable with it as well. But also in terms of self-understanding, self-realisation I was trying to, you know, tip, not exactly action but a bit more thinking out of them, in the sense of, well OK, what does this mean when you're in the lessons or what's happening and so on, umm, and I've been able to start identifying things, maybe if I did this, or maybe if I sat in a different place even, you know, or if I did that or you know if I did three questions and then stopped and then after a feedback, you know, whatever it is, you know, they've come with, you know, individual strategies that's the word I'm searching for I think, in order to manage the learning a bit better.

RESEACHER: Yes, so they've been able to have a learning conversation with you

Teacher A: Yes

RESEACHER: about their profile, but not only that, they've already worked out how to stretch or extend or the next steps, with your help, they've been able to think about what next.

Teacher A: Yes, Yes a structured conversation

RESEACHER: What about the emotional literacy one, how did you find, what the children came up with and what you came up with, did you find a disparity there?

Teacher A: Not significantly, no

RESEACHER: Good

Teacher A: But, umm, but I have known them for at least two, some of them three years, so you know

RESEACHER: You've got that relationship

Teacher A: Yeah Yeah, so not particularly significant

RESEACHER: Good, because sometimes that can come

Teacher A: No, I can imagine, with, you know, with different students and so on and bigger classes

RESEACHER: OK, were there any particular areas you found peaked within the group, because I think it looks at self-awareness, motivation, social skills, empathy and self-regulation, they're, those are the five areas it looks at so are there any significant links which link all of the children?

Teacher A: Self-regulation

RESEACHER: Yes, that's the one. And I was also, in consideration and talking to the other schools, because that's the one, in some senses that we don't teach. We don't know how to teach it. Um, yeah OK. But I found by making children aware of it and helping them think about changing state, I come in from lunch time and I'm this state, and we can think about where that is on the scale of one to ten, but for learning I need to be in this state, how do I get, by just making it conscious, how do I get from there to there, it starts them thinking about the strategies that they need and they start to link with things that they can do and then I can take them off gently down a relaxation, visualisation or whatever. One of the best ones I've found, for me, that I use is that I then share with children meditation about the soles of your feet.

Teacher A: Oh right, yeah yeah

RESEACHER: Now like you I can get really fiery in some staff meetings, particularly when I think it's unfair, that for me is my, yeah, ok, that's where mine goes, but instead of just exploding, if I think about the soles of my feet, it takes me from here and takes me down there and allows me to start to calm myself and I've used it with some fairly fiery teenagers who've also found it hysterically funny but have also found it, it it just takes you there, one of them described it as an elevator, it takes them from here to their feet really quickly it was like going down in a fast elevator which means that the power, or that emotion is grounded again, so it can be quite a useful thing.

Teacher A: I like the sound of that because I've done it with

RESEACHER: It's a good one to take

Teacher A: Because I've done that with the protective behaviour, safe place exercise, but that sort of takes longer

RESEACHER: Yes it does, yes it does. But I think on a scale of things that's something to use if this doesn't work, if the soles of their feet doesn't work you've got to go to something like that.

Teacher A: Yeah, yeah

RESEACHER: I get the children to think of it as a pyramid, as a ,a bit like we do with SEN, but the other way, so a proper way up pyramid, these are things you can do that are little things, these are more specialised and this is the top ones you can use so if you're stress level is eight, nine and ten you can use, if your stress levels are one, two three then these are the things you can use and if you can use them at the right time you ca get yourself down quickly so hopefully you can use these things and you don't need to get to the seven, eight, ten sort of area, I let them choose what they want to put there because we all need different things at different points. Alright, so we've talked about the self-regulation from the emotional literacy, what about the self-esteem thing, from the Butler self-esteem how was that?

Teacher A: Yeah they were, umm, a couple of surprises actually, with students who would come across as gently fairly confident, neither confident or anything, I just would have thought they were more confident and had higher self-esteem then they actually said in their, Umm, there was a

difference there, there was two in particular and then I've started to notice, well, bits of information from other teachers, just asked a bit more about what they're like in other subjects and then say, um, and both of them have now started to ask me for help with other subjects, particularly in science which I can't do! And so, it's been quite good for them, for me to be able to say 'I've got no idea what that means, how can we find out then?' So between us well google it or I'll ask a science teacher who'll explain it to me and I'll go back. But that's quite nice because its open there in terms of esteem things, where its teacher knows, teacher knows, that I don't know anything I have SEN, I'm not very clever, you know a combination of all of those things, It's like, Oh, he doesn't know either, well Mr Bassey doesn't know, and I will just say, 'I have no clue, I have no clue what that means, yes I've read it and I know what all the words mean but that means nothing to me therefore I need to get more information.'

RESEACHER: and how important for them to have that model

Teacher A: Its OK then, it's not just me.

RESEACHER: But that in its own right

Teacher A: That's good, particularly those who had more significant, um, much lower self-esteem on their self-rating than I had thought before or had anticipated

RESEACHER: okay. Emotional competency then, within the group working on that, so you sort of already said well you've opened the door by saying to children we can talk about how we feel and the emotions that are outside and you can bring them in and I'm okay to sit with that um, and you've also talked about the fact that children have learnt to trust within the group to say if they don't understand something so those things are starting to blossom. What other things have you found, is there anything else that you've found?

Teacher A: Anything that I've thought of, when I was thinking about that is – too much really yeah okay, yeah we can deal with things but uh I don't need to be your personal compressor about everything in your life at all you can talk to other people as well, you know so there is a little bit of that, uhm and I think it, which is in terms of the issues and so on is unnecessary for me to deal with at that particular time and so on so there's been a little bit of that, um

RESEACHER: Which is fascinating because it's sort of like they don't know how much, they're a bit like puppies sometimes aren't they, yeah do you want the whole bone do you want all my bones do you know will you look after them, do I look after them so you know that whole bit about I don't know which is part of self-regulation in some instances, it would also make make me think about that they haven't experienced that self-regulation from somebody else, so how on earth can they do it for themselves, yeah, so actually that bit about bringing everything to you is, well sort of trying to bring everything to you is a bit about you modelling how to regulate so that they can then do it, and think about okay well I don't need to know everything who could you talk to about that, who is the best person so ok so we've got problem solving stuff going on there, ok, yeah, I think it's the modelling and when they bring it to you because they don't know what to do with it, I think for me it makes me think, okay there's a gap here there's a deficit, they haven't experienced this I need to help them experience it and then move on from it I'm not gonna do this forever but I need to show them the first bit, which makes me then think about their own experiences their own early experiences

Teacher A: yeah yeah yeah exactly

RESEACHER: Um, social skills then, social competency within the class.

Teacher A: There's been some development there actually with um, particularly two a boy and a girl who who really didn't get on before, like really really didn't get on very loudly um, didn't get on all the time, well not quite all the time but you know but sort of really frequently having arguments and just like um, and their relationship has been through this creek I don't think they're together at any other point um, just developed a bit more um, in terms of bit more tolerance um, no its not perfect but they there is more sort of more of an acceptance so okay you're different well actually I think they're quite similar really but which is the thing, but you know sort of from from their point of view um, just sort of okay you're different that means I don't worry about it don't have to you know,

RESEACHER: What do you think enables that

Teacher A: I think the articulation of um, particularly I I think it's linked to this sorts of topics we've doing as well 'cause we've been looking at um, different types of communication so verbal non-verbal communication and um, you know in that sense and sort of tone and then really um, doing a lot of work necessarily work on the difference between assertion and aggression, so we've looked at you know passive aggressive assertive behaviour you know it's that getting assertive thing, um, with with more open for them to uh discuss the emotions but also to be able to practice um you know getting your own way without being really stroppy about it you know sort of in in their terms you know so, I think that's made a difference as well

RESEACHER: Yeah and again, there's very few places that we can teach that within the curriculum

Teacher A: yeah yeah there aren't

RESEACHER: So if children haven't got it at home or they've got a big dollop of aggression to get something they actually have no clue how else to be so yeah, and yet that aggression within school then gets them into really hot water so, and yet it's a bit like well they haven't learnt it ok aright, ok, um relationships then, because of all of this you, you've had a good relationship with the children anyway, you've talked about knowing them for two or three years but you, this sort of piece of work has increased that

Teacher A: Yeah, I think its um, it has increased that 'cause I was saying the trust has deepened but also I think its enabled um, a forum for more ahem, excuse me, for more open discussion for in emotional terms um, maybe emotionally and socially but that sort of thing but, just to be um, yeah more open is the best way to put it actually um, sort of, um um you know it's okay to say it's okay say that's its um this is the way I'm feeling and its negative and so on but let's look at the whys and so on

RESEACHER: I think what you've said the most one of the important things is the forum when actually when do you have that forum as a teacher to support children with those issues

Teacher A: Yeah exactly

RESEACHER: if you haven't got this lesson going on um, I think I my knowledge and understanding of secondary school isn't as good as primary school um, so for me if you hadn't got this where would you have those conversations

Teacher A: It would be very difficult because it would be on an individual basis, preferably at break or lunchtime in the pastoral department and wait in a queue, nothing against the pastoral department obviously it's just the organisation of the secondary school um, becoming a bit like a factory so you know in this lesson as much as possible work work work out again, um, usually in a

group of 30 um, whereas there's no no scope for that so enabling this for these particular students on the curriculum is very is very valuable and I think it has a real good knock-on effect in other areas um, and I think that's that's why its increased the number of groups as well so, um so from having had one this year to at least three next year you know

RESEACHER: so, with the other groups ok, and they're age groups are next year you'll have this group carrying on for a bit longer

Teacher A: yeah and they'll be a new year 10 so another one in year 10 and one in year nine which is likely to increase a bit and therefore be split into two.

RESEACHER: OK, and again will it be children that are not managing, so therefor, so OK. I have a question, in secondary school, I wonder what this would be like to run with a year seven group as part of transition. With a whole class.

Teacher A: Yeah, I think

RESEACHER: So you've got those very able as well as not very able so that therefor if you like from a point of view are sharing strategies, it's not all coming from you as a practitioner, there's other children who can say 'do you really get anxious by that, I don't, this is what I do,' so it comes from young people.

Teacher A: I think that would need to be extremely carefully managed

RESEACHER: OK

Teacher A: Umm, I, particularly in self-esteem terms, umm, from those who have lower cognition and more emotional fragility because I think the effect in there on their esteem throughout their school career, with our catchment area being quite rural, so their classes would be mixed anyway, with the emphasis being on the higher achievers, umm, I think if they've experienced that for the previous six years of their schooling, umm, you know, so and so can do it and they've learnt to either manage or think or behave in a different way I think, umm, that would need very careful management and thinking about because I think one of the reasons its working at the moment is because they're selected, they're invited to come on the course so it's not, it's not a you know, you will do it, but a pool of students who our options in year eight have been invited to, and then opt to, umm, so I think there's that two sides to that one.

RESEACHER: OK

Teacher A: Whereas if you did it in a sense for all of year seven, with a whole year seven group you wouldn't have first of all the opting in bit, umm, and you'd also have the , as you say, the different levels, in some cases you can have the peer support, but that can also have the opposite effect, you know, if somebody says 'Oh I don't get anxious about that,' and going on in the back ground could be, of course not because you're really clever and you never worry about anything and blah blah blah, you know, might, might be that.

RESEACHER: No, that's really interesting and I hadn't thought about that. So yeah, no, good one. OK. Umm, behaviour management then, of the young people, has it made any difference has it allowed conversations around behaviour

Teacher A: Yeah, I think a bit more, I mean, I would have had those anyway, but erm, it's made them, I was just gonna say, it's made them quick! Instead of employing any thought process on it, thinking, you know, well I can see where this is going, you know, me thinking like that, you can just

cut through it. Yeah, OK, so what really happened or how are you feeling, you know, instead of leading into that and so on

RESEACHER: because the relationship is there

Teacher A: Yeah, and because, it comes back to that open forum thing, because its ok to use that type of language and its ok to talk about how we're feeling more and lets just recognise that.

RESEACHER: that's fascinating

Teacher A: Rather than the focus which is usually on the actions rather than the feelings I think

RESEACHER: But for other teachers who therefore are reluctance to incorporating this way into the classroom to understand that its actually its timesaving and that actually its containing the emotional stuff, so you can really focus on the learning stuff which is to believers is, 'Yes, of course,' but to those who don't that's quite important.

Teacher A: Yeah, although that's, that's, I'm excited, the development that that's had, because I mentioned that focus research group, so the one, the group that looked at SENH this year, a group of people who are really really are fascinated by attachment theory. And so her asked for and gone on a couple of extra CPD days and they are now saying that what they've learnt and the research within their group, and this is, I don't know, how many are in a group, at least twelve members of staff are now saying, OK what we really need to do is be more radical about this and think about when , regularly review our behaviour policy, you know whether you get five minute attention for that or ten minute or twenty minutes, is let's turn it on its head and think about what we do first and let this inform our whole school behaviour policy. That is a real WOW moment for me.

RESEACHER: Absolutely

Teacher A: And one of them has been teaching for

RESEACHER: That's made all the hairs on my arm stand up

Teacher A: yeah no it did me when he said, and one whose been, who I've known for a really long time, but um, has been teaching sort of you know a good 35 years has said wow I could just see the difference this makes it really could make a significant difference um, and another one um, he's been teaching I dunno he's got experience 10-12 years or whatever um and he's just been saying we just need to think differently um, and we need to look at this and uh the information we've got on attachment and uh and he's fine for everybody you know it's not you know it could just change the way of our relationships the way we're managing children and significantly my thing on that yeah it's the response to twenty-first century children um, very much so but it's for all of those that've looked into it within the group been lots of wow moments there for them as well so I've got a fellow SENCO from a different school um, who is a specialist in attachment to do to do a talk on those but she does that quite personally so a bit on the theory and they've all gone away and read things and summarised them and you know for everybody else its really really good but she comes at it from the point of view of being a post-carer adoptive parent um, so she will you know just say you know we do need these boundaries and we do need this um, but just think about you know understand the way that that this student is thinking first or feeling first and then know what you can do and adapt that so on so

RESEACHER: But part of that is the metacognition which is the big thing that is coming through at the moment around um, wellbeing and that attachment stuff, but also Vassar University do an attachment friendly school audit so they've got I'll ping it to you because that might be interesting to

that group because they're saying we might need to be quite radical here to do the audit and look at where you're at, um Vassar University also do a whole load of stuff on attachment and attachment friendly schools so you can get attachment friendly school status and all sorts of things yeah, oh yes, so yeah so I'll I'll send you the links

Teacher A: Yeah good thankyou yeah

RESEACHER: SO that could link in very well with that

Teacher A: And I think particularly um, for my point of view it's not me as SENCO or member of the SLT pushing at anything or anything like that you know it's somebody who is science teacher and somebody who is a geography teacher who is like we've heard about this it's really really important um, you know and a couple of um uh teaching assistants as well and uhum our librarian as well whose a member of that um and she's very good at uhumuh hosting I probably would say it like that um, kids with difficulties you know at lunch time and so the library is safe place and so on and and its really good and that that level of understanding they're all sort of running with it saying yeah yeah we can just think about things differently if we all understood if everybody yeah well it's done understood more about this then we could make a difference instead of doing a bit of tweaking on the behaviour system lets just really really think about it from you know

RESEACHER: There's some really good stuff around on behaviour in the sense of making the link with er very behaviourist approach in school which we tend to use in the sense of detentions and whatever but what works with those children that have a secure attachment for those children that have an insecure attachment actually makes things worse, so you do sort of need to stand it on its head, so it's great if you've got two teachers that've already said let's think about this radically I'll send you some stuff that you can then feed into their discussion around that ok brilliant stuff lovely, ok, um, Mental health and wellbeing then in the sense of a classroom environment and relationship environment how do you think this project has had how do you think this project had had an impact on that then? And if so how?

Teacher A: Yeah I think it's a bit early to say on on that really, it'll be interesting to um to look at revisiting um, the assessments on on that, I've noticed differences with individuals but I couldn't without a bit more analysis say whether that's their development or anyway I'm totally convinced this has helped, it's helped with discussions it's just in a sense of how much I would need to um we need to sort of yeah do a bit of some sort of measuring or observation or something

RESEACHER: So ok, that'll be good ok, um, have you enjoyed it?

Teacher A: Yeah! Yeah yeah yeah love it

RESEACHER: What's been you're, what's been your highlight?

Teacher A: Um, first highlight would be my own ELLI profile it's just understanding myself like you know oh okay that's why I say why are we doing this why are we doing this what's the point uhum, because I need to um within my belief system

RESEACHER: be good to do your whole senior leadership team! And then to share it to each other

Teacher A: Yeah it would actually yeah, I think that's a really really good idea, because I've already placed other people which is unfair but you know, this is where you are um, you know um, and understanding other things like which has been calming for me just from a personal perspective in terms of oh yeah this is why I don't like do all these statistical reports things like this because I need to know how to make a difference to the individual you know what about the people thing which I

you know sort of had an idea of but it's sort of um, it sort of homed that bit more probably um, then just in terms of in er within that group that's that's been very good in the sense of er thinking about the er oh okay what's behind this then this being a type of behaviour usually um sort of whys what and sort of being more open to talk and oh okay about feelings anyway but you know having that sort of atmosphere to do that

RESEACHER: And how's the baby been?

Teacher A: Ok not done enough sessions yet

RESEACHER: Ok

Teacher A: um, as you know there's been various things it been duhnununuh, anyway Sophie had said, we've arranged to do um three weekly sessions up until Christmas so we can get some done um, but it's been interesting from the point of view of the kids and thinking may may maybe attachment links um may maybe some other things um, to look at the interactions from the students and those who have interacted best with baby have been those who um, have had, that I know of, a much more stable upbringing

RESEACHER: yeah ok, define interaction best

Teacher A: right, in terms of being more confident, um in approaching, looking at communicating with with um with the baby is best particularly and getting that reciprocity as well, so those who are um less less and that's coming from a couple of kids who are not particularly confident anyway you know so uh but just sort of um without doing that consciously and um having the inhibitions that some of the others have got and just feeling a bit more inhibited, which is more significant in the boys as you'd expect for a thirteen year old boy and so on, um, but that that's sort of an interesting in terms of discussing like a post-session discussion um those boys who don't seem to have um, interacted much or don't seem to have felt as comfortable, not feeling uncomfortable I wouldn't go that far but but not as comfortable or as confident maybe, um have been more articulate in terms of um making suggestions for the next session um, like oh maybe this or maybe we can do that or maybe you know at the baby can have more toys or we can have a slightly different room or you know that that sort of thing, so I think you'll see from the the er first videos just like the first session on there the room was too small 'cause we had a room change at the last minute blahblahblah and there was all this sort of you know various things which you get um and um I hadn't anticipated at all um, that I just thought let's all sit around on the uh floor and it's like fine, um and there was a real reticence there um, and it was absolutely lack of confidence it wasn't being awkward or anything like that it was like I need my chair I said no we're just putting the chairs up the sides now we don't want the chairs we can't have a baby looking at everybody's knees and uh it took quite a while to get from that point they didn't all quite manage it either, uh, and I thought I could of just pushed it like I mean yes you will do this but I thought nono that's not right um, it's like just let me think about that and you know from now on we've got a sort of bigger room and everything blahblahblah and plenty of space but um, and so there's not really that option but we did discuss it as well which is really good and it's like oh uh just seemed a bit uncomfortable uhuh you know lots of umming and uhhing and its like which I you know can read as oh ok you haven't got the confidence now and so on but that was interesting that I hadn't thought about that in terms of actual physicality I thought of thing like you know being not confident in talking or making a suggestion or that sort of thing or you know anything like that but the actual to be that so noticeable like I want to distance myself from this because I am not feeling safe enough or confident enough to do that so that was interesting

RESEACHER: I can't cope with my vulnerability I need to shelter it mhm, the thing I've always noticed that I've been found fascinating is those children who can hold their own needs and meet the babies needs and their own need is greater than that of the babies, so you know I want to build the tower, even though you dint want to do it I will build it so they sort of encode their need onto the baby which I find fascinating and I think knowing the children that I've worked with who have that need to do it it's like they've never had that thoughtful, they've hadn't had enough of that thoughtful reciprocal adult in their own world to be able to do it with another, so yeah, um, and I will when I know the group quite well I will pose that question, the building of the tower is that because that's what you need or is that what the baby needs and how do you know yeah, so what giving you the clues to that's a good way forward so um, yeah, okay, I'm glad you've enjoyed it

Teacher A: oh yeah yeah I really am thankyou

RESEACHER: Yeah you sound as if you have and for me that's that's what it's all about, is for you to be able to enjoy that bit, now I have figure out how to stop this

Appendix 20

CFL	Mother and Baby visit 27.9.18
what happened?	All seated on floor - much better than first session when students were reluctant to do this. In a circle.

Mother did an introduction about baby's development, emerging likes etc. Then a 'mother' - teacher dialogue to probe further baby's reactions to things and how baby seeks reassurance from mother. Comparison with father.

Questions from students - mainly about food & toys, a couple about development (when will he be walking & talking).

Interaction via some toys and passing these round the group of students to discuss & try to attract baby.

2 students very engaged (one M one F) - much smiling & eye contact. Seemed the 2 most relaxed and used to being around babies / small children.

All students interested and made positive contributions.

Session lasted about 45 mins. Summary discussion about having needs met by non-verbal communication and significantly in feeling secure. Continuation of this theme in a discussion with 4 students.

→

Kids' reactions	The students were not so reticent and clearly felt much more confident to participate and ask questions. Genuine interest re: baby development. Engagement levels with observation and discussion were very high. Understanding from all (3 (think) on having needs met and feeling secure.
Impact	A more open (less forced) discussion about how we can have our needs met as humans and how we can aim for this need to be fulfilled even when we are in different situations. There seems to be a 'dawning' of the concept of links between feelings of in/security and having needs met.
Wow moments	Contribution by all — even the quiet/reticent ones joining in. Connection being made between own feelings & needs / translation from baby to adult — looking at similarities.

CFL | Mother and baby visit 18.10.2018

what happened?

Easily established circle on floor after it was more comfortable/successful last time. Room change helped (more space)

There was a lot more interest in the toys — mainly from the students but also baby was much more alert today.

Most students attempted to engage baby, a couple of boys seemed less keen to do so, not really from the embarrassment like the first session but more waning of interest.

Good level of smiles and attempts at communication.

Mother gave a description of some specific events - eg trip at weekend - and baby's reactions to various stimuli.

A prolonged discussion about body language, the effects of this and facial expressions, especially smiles. This was particularly pertinent to one student - now engaging in a general sense much more pleasantly.

A nice smiley, positive session with good feedback from mother & also from students.

A more relaxed atmosphere and a high level of engagement with good questioning (following thought processes) demonstrated.

→

Kids' reactions	Smiley, engaged, positive, interested (4 couple of lads tailing off a bit with interest). Student ~~ability~~ awareness of the ability to transfer observations of communication in this session to other areas — school and home life.
Impact	More explicit discussions about the effect body language has on others and how to initiate a positive response through facial expressions — especially smiling.
Wow moments	This has had a real effect on one student (9PT1) who is now smiling in situations of meet and greet. ~~Does~~ He still looks a tad confused at this but has started showing a reciprocal smile when greeted with one. This is a breakthrough specifically as a consequence of the physical effect of body language and facial expressions explored in this project.

CfL	Mother and baby visit 1.11.18
what happened?	Discussed nutrition in detail - started with info that baby is now on a dairy-free diet. Info volunteered by students of various personal + familial anecdotes of food intolerance / allergies. Baby crawling & standing - interest shown from students about development and milestones.

Discussion (started by teacher & mother about maternity leave and arrangements when she comes back to school. Reactions of baby to others = being looked after by grandparents and nursery. Emotional reactions of mother and perceived reactions of baby to these new situations. Some engagement with toys from students. One boy was really actively engaged with baby - seemed to be like a smile magnet both ways round - this had not been so evident in previous sessions. After the initial discussions etc - approx 20 mins, interest seemed to wane from the majority of students. The 3 students closest to baby maintained a high level of engagement. Others were polite but started side conversations, demonstrating less enthusiasm but almost not wanting this to show.

→

Kids' reactions	As noted, more withdrawal from earlier keenness.
Impact	Summary discussion revealed that the project has been really interesting and also personally useful to all - especially in body language and seeking to have one's needs met. There was a general feeling - also from mother - that it was best to make this the last visit. Also acknowledgement that it has been a positive and enjoyable educational experience.
Wow moments	1 male student - usually nervous and withdrawn - was interacting very well with baby. This gained positive affirmation from the other students. He was clearly really pleased by this.

Appendix 21

About Me (Name): ___

Page 1

Page 1	0	1	2	3	4	5	6	Difference
Kind						✓		
Happy					✓			
Friendly				✓				
Funny				✓				
Helpful						✓		
Talk a lot			✓					

About Me (Name): ___

Page 2

Page 2	0	1	2	3	4	5	6	Difference
Confident		✓						
Sporty					✓			
Clever				✓				
Fun						✓		
Good looking					✓			
Different		✓						

About Me (Name): ___

Page 3

Page 3	0	1	2	3	4	5	6	Difference
Lazy		✓						
Annoying	✓							
Moody	✓							
Naughty	✓							
Shy		✓						
Cheeky		✓						

About Me (Name): ___

Page 4

Page 4	0	1	2	3	4	5	6	Difference
Loud		✓						
Tease						✓		
Worried	✓							
Bossy		✓						
Angry				✓				
Bored		✓						

Panel 1

Knowing Myself Name _____

Page 1	Lots	Some	few	None
Listen to people when disagree				
Forget what I am doing				
Know strengths and weaknesses				
Often Angry				
People like me				
I know if someone is upset				

Panel 2

Knowing Myself Name _____

Page 2	Lots	Some	few	None
Do jobs late				
Know why I'm sad				
Upset if I do badly				
Make friends				
Upset if other people wrong				
I try hard if difficult				

Panel 3

Knowing Myself Name _____

Page 3	Lots	Some	few	None
Upset by what other people say				
Calm down quickly				
Shy				
Work hard				
Think I'm not good				
A Calm person				

Panel 4

Knowing Myself Name _____

Page 4	Lots	Some	few	None
Lonely				
Help people being bullied				
Daydream				
Worry about what I can't do				
Wait my go				
Make friends after row				

Appendix 22

School D Personal Targets and Progress for Young People undertaking the Circles for Learning Project.				
Name	Autumn Target 2017	Progress	Spring Target 2018	Progress
D1	To engage in communication with and to reflect on how communication takes place with a child.	J paid attention to and responded to A. He used non-verbal communication to engage her attention by sitting next to her and reaching out to touch hands. He then reflected on how he communicated with A with scaffolded support. J was able to reflect on how communication is used by his peers with support.	To engage in a more sustained fashion with A and try different forms of communication when doing so.	J watched and responded to A. He used non-verbal communication to engage her attention by sitting next to her and reaching out to touch hands and then allowing her to play with the laces on his shoes. He stated a preference regarding the communication using visual symbols and scaffolded support.
D2	To engage in communication with and to reflect on how communication takes place with a child.	A paid attention to and responded to Ava. She used non-verbal communication to engage her attention and then was able to comment on how she did this.	To engage in a more sustained fashion with A and try different forms of communication when doing so.	A thought about and tried out different forms of communication including games and songs to engage the baby's interest. She has also made play items and gifts for the baby and explained to her mother what she had made.
D3	To engage in communication with and to reflect on how	M paid attention to and responded to A. He used nonverbal communication	To engage in a more sustained fashion with A and try different forms of	M paid attention to and responded to Ava. He used nonverbal

	communication takes place with a child.	and verbal communication to engage her attention and was then able to reflect on how he did this. M also reflected on and expresses an idea about how communication was used by his peers.	communication when doing so.	communication to engage her attention and then reflected on how he did this. M also reflected on and expressed an idea about how communication was used by his peers. M watched others engage with A and described how they communicated and how this was effective or less effective. M also observed A and was able to describe how she tried to crawl and why she did this.
D4	To engage in communication with and to reflect on how communication takes place with a child.	T paid attention to and responded to A. He used nonverbal communication to engage the baby's attention and then commented on how he did this. T tried out physical touch to communicate with A and responded thoughtfully and with kindness in her presence.	To reflect on how communication is used differently with his peers and try out other communication forms including facial expression or movement and think about A response.	T paid attention to and responded to A. Tobey watched others engage with A and described how they communicated and how this was effective or less effective. T also observed A and was able to describe how she tried to crawl and why she did this. With support he touched A to gain her attention and described her actions.

D5	To engage in communication with and to reflect on how communication takes place with a child.	D paid attention to and responded to Ava. He used nonverbal communication to engage her attention and then reflected on how he did this.	To engage in more sustained fashion with A and try different forms of communication in doing so.	D paid attention to and responded to A. D watched others engage with A and described how they communicated and how this was effective or less effective. D also observed A and was able to describe how she tried to crawl and why she did this.
D6	To engage in communication with and to reflect on how communication takes place with a child.	P paid attention to and responded to Ava. He used nonverbal communication to engage her attention and then reflected on how he did this. P also reflected on and expresses an idea about how communication was used by his peers.	To engage in more sustained fashion with A and try different forms of communication in doing so.	P paid attention to and responded to A. P watched others engage with A and described how they communicated and how this was effective or less effective. P also observed A and was able to describe how she tried to crawl and why she did this.
D7	To engage in communication with and to reflect on how communication takes place with a child.	S paid attention to and responded to A. She used nonverbal communication to engage her attention and then reflected on how he did this. S also thought about and tried out different forms of communication including games and songs.	To reflect on and express an idea about how communication is used effectively by her peers	S used verbal and nonverbal communication to engage baby A attention by sitting next to her and reaching out to touch her hands, and then picking her up and cuddling her. S also tried out singing her favourite songs to her

				and played communication games with A. She also listened to instructions and waited for others to interact and try to communicate with A.
D8	To engage in communication with and to reflect on how communication takes place with a child.	R paid attention to and responded to A. He used nonverbal communication to engage her attention and then reflected on how he did this. R also reflected on and expresses an idea about how communication was used by his peers.	To engage in more sustained fashion with A and try different forms of communication in doing so.	R paid attention to and responded to A. R watched others engage with A and described how they communicated and how this was effective or less effective. R also observed A and was able to describe how she tried to crawl and why she did this. He also used a toy to try and gain A attention and described how he did this.
D9	To engage in communication with and to reflect on how communication takes place with a child.	A paid attention to and responded to A. He used nonverbal communication to engage her attention by waving at her and used verbal communication by saying her name and describing her as a baby. A also watched his peers communicating and described what they were doing.	To engage in more sustained fashion with A and try different forms of communication in doing so.	

D10	To engage in communication with and to reflect on how communication takes place with a child.	O paid attention to and responded to Ava. He used verbal communication and nonverbal communication to engage her attention and then commented on how he did this. O also thought about and tried out other forms of communication including games such as peek-a-boo and songs including one he had made up himself.	To initiate different forms of communication with baby A and to sustain the interactions	O used verbal and nonverbal communication to engage baby A attention by sitting next to her and reaching out to touch hands, then picking her up and cuddling her. O also tried singing her favourite songs to her and played communication games. O was also able to listen to instructions and wait while others tried to communicate with her.
D11	To engage in communication with and to reflect on how communication takes place with a child.	P paid attention to and responded to Ava. He used verbal communication and nonverbal communication to engage her attention and then commented on how he did this. P also thought about and tried out forms of communication including games and songs he had researched and practiced.	To reflect on and express an idea about how communication is used effectively by her peers	P used verbal and nonverbal communication to engage baby A attention by sitting next to her and reaching out to touch hands, then picking her up and cuddling her. P also tried singing her favourite songs to her and played communication games. P was also able to listen to instructions and wait while others tried to communicate with her.

Appendix 23

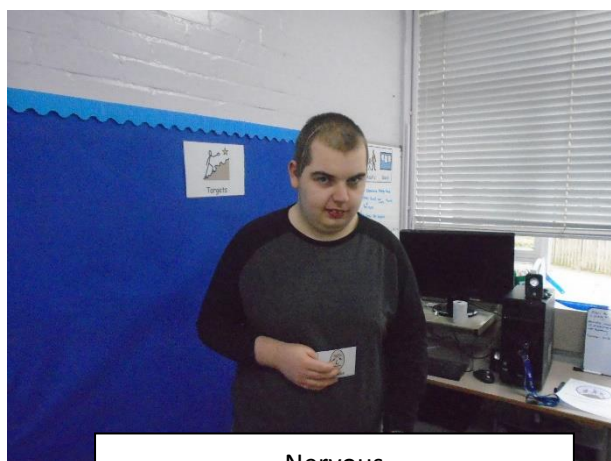Teacher's Log – Circles for Learning Lesson 1

Introduce idea of having a baby in class

Discuss feelings

Complete Profiles

Discussion as a group went well. Students took on board the idea a baby would be coming into class.
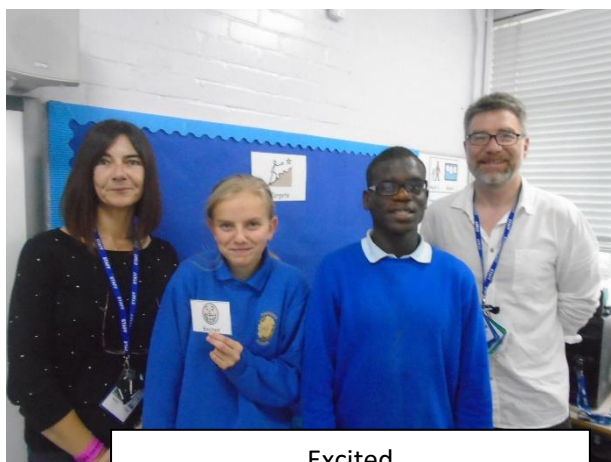
Able to select their feelings. We photographed groups holding their symbols

Nervous

Caring

Excited

Task of taking photos given to one student – we didn't check that he'd got all the photos. Other students chose "Happy"

We had a discussion about the word curious.   X was able to explain it meant "interested"

Students given Butler profile and Self-aware and Emotional Literacy checklists to complete (I had made these using Communicate in Print)

Students completed these with support from TAs. Students demonstrated different levels of understanding.

Most students understood the concepts. They found the idea of the scale difficult.

A few students had a go at the idea of where they would like to be – M, A. Other students couldn't cope with this idea or had mainly marked themselves as 6 or 0

We'd have to do this type of activity more frequently to develop the understanding.

J and A found the task too challenging. James had difficulties with changes to routine and sensory needs.

Would do the Self-Assessment scales again in more bite size pieces. May be have to get class team to try them again at odd points in other lessons (I'm only in the class for the 45 minutes of the session)

Need to ensure that R takes all the photos and maintains focus (TA to support).

Need to find ways to structure the activity more for J and for A.

Need to work with TAS on how they support these students

Will use What's Baby doing symbols next week and create some how is Baby feeling symbols as well.

Also what does Baby want cards

Circles for Learning – Teacher's Log

29/10/17

Began planning in greater detail for half term's work on Circles for Learning.

Created symbol sheets for student communication support

What Can Baby do?   (Based on 6 months typical development) Actions/ Sounds/ Movements

Meeting Baby. Feelings.

Aiming to create a structure students can feel safe within. Aiming for first session (without Baby) to establish what we are doing and establish making observations/ talking about own feelings as prime activities for sessions.

Wanting also to create recording logs for staff to make observations of students – thinking of putting questions/ observations (comments about Baby or Mum)/ Reflections (comments about themselves.

Planning for a three week cycle following introduction

Wk 1 – introduction. Wk 2 Baby   Wk 3 Reflect on visit (Use video) Wk 4 Plan for next visit Wk 5 Baby Wk 6 Reflect   Wk 7 Plan   Wk 8 (Visit –if time)

Circles for Learning – Teachers Log   091117

First lesson with Baby. Students excited – have been talking in class and preparing. A has helped make a mobile as a gift.

Baby Baby a revelation. I hadn't been clear exactly old she is, but she came in able to sit up. (Mum) had brought a chair so she could sit in the middle of the room and have a good look at the students sitting around her.

I'd set up one ipad to record the whole session from one fixed point, and had a second iPad for video/ photos from varied points.

In the end the fixed point video doesn't play on the computer. Will try to get a technician to look at this. Maybe the video was too long to cope with the download.

Working to make the session student led. At times it was very quiet – but also very calm, reflecting I think the difficulties the students have in articulating thoughts/ reflections.

What became clear was that the students wanted to interact, and began to initiate interactions. These interactions demonstrated understanding of care and carefulness

Video 3310 /3311 shows M initial communications, observations from the edge of the group. Anxiety means that M is very unsure of unpredictable interactions and will go into fight/flight response. He was allowed to be behind the others and the chairs. Video shows body language of wanting to engage, wanting to make contact both with adults and with the baby.

Very clear that there are lots of smiles in the video. Anna moves tomake a better position. Students relate to adults close by to make comments

Video 3324 – P– appearing not to look able to make comment (Difficult to hear on video)

Video 3325 – S– interacting - positioning – not too close – tapping rhythmically and singing nursery rhyme (Parts of Mary Mary – "cockleshells") to gain and keep attention. Baby responds by looking at S face.

We can use this to talk about what we know about communicating

Video 3327 – Various unprompted initiations. D starts to come over, T interrupts and makes physical contact using gentle fist pump. Returns to place and uses talker to communicate with TA.

P takes over. Explores handshake – seems to find that hands are different sizes – changes to using finger and allowing Baby to grasp it.

O – Having waited – tries to make contact by taking hand while Baby's attention is elsewhere. Paul (teacher) prevents him and then models more appropriate contact. O follows instructions and tries more open hand/ crossed with handshake that P had tried.

O tries to maintain contact by playing game – peek a boo- shows knowledge of babies. O may be plays too quickly and becomes discouraged (Link to Learning powers) – possibly a teaching point here

Other students also trying to interact

Video 3330 A – holding hands – looking. Baby looking back. A smiling. What's A feeling/ thinking? What's Baby feeling/thinking?

Videos 3332/3333   Baby introduced to James. Physical contact between their hands establishes contact. Eye contact is not reciprocated and Baby turns away but Baby returns to have another look. J communication board helps. Hand contact makes James look more closely, before he indicates he's had enough.

Video 3334 – Intearction with Danny. He finds eye contact too overwhelming, but watches with a smile once Baby is out of his space. What was D feeling? How did his feelings change? Can he recognise this?

Video 3335 – R. R often avoids being part of the group – own interest in computer activities more motivation. But is able to interact with Baby. Mainly appropriate eye contact and good interaction with Baby. Knows how to politely end the conversation.

Video 3336 – S cuddles Baby – Baby facing away – S seems happy? Baby OK but becomes unsettled? How does she tell Mum to end the cuddle?

Video 3337 – P then A cuddles Baby. Both students seem to enjoy. Baby again communicates she's unsure/ unhappy. A uses toy (prompted by Mum) to try to repair communication

Video 3339 – P S and A all trying to engage Baby with toys and noises. Baby now laying on back – rolling

Video 3340 3341   Continuing with play. P more interested in toy. S singing again. Moving into Baby's vision. A holding hand

Video 3342 – R comes into interact. With Baby. We encouraged him to come round into Baby's vision. He made bigger slower movements than O had done in Peek a boo. Baby watched him (Not on video clip)

Videos 3541 3543 P shows Baby photo book and introduces H – student who has left. He asks Baby if she remembers H (though of course she wouoldn't be able to). Baby joint attention on book

Checked in on student's feelings at end of session
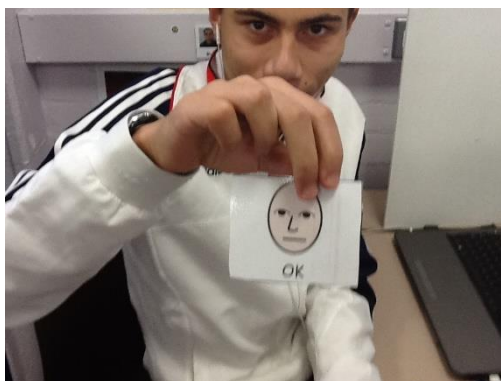
For next Week

Show videos to whole group discuss.

Concentrate on Communication

How do we start communication?

How do we continue communication?

How do we communicate we've finished?

Put videos in Powerpoints for starting communications. Students to watch on laptops

Circles for Learning – Teachers Log 161117

Very positive follow up lesson. Good engagement from students. Lesson had a real buzz.

Trainee music therapist observed. She reported back very positively on what she had observed.

2 Teacher trainees also present. Able to work with students on tasks and feedback positively on achievement.

Focussed on communication but also working on independent learning, observation skills and communication of that learning.

Began with still from M video showing group of students and staff focussed on Baby . Discussed with whole group what everyone was doing.

Able to gain response smiling – so able to discuss how they were feeling and to check in with those people that they were feeling happy – The power of babies!

O noticed L(TA) wasn't smiling. What was he doing? Writing. (recording student responses) O didn't think he was happy. What was he? "Concentrating" said O

Watched through video. Had picked M because he works at the edge of the group and often refuses to engage with tasks that require recording. Aiming to establish and praise M involvement, engagement and excitement in the process.

Different students able to identify that M was watching, smiling and commenting to nearby adult. At the end of the clip, M puts his hands on his knees and bends forward to watch Baby. I hadn't noticed in planning but able to ask what M was doing? Students able to observe and communicate the action. Used the emotions board to ask why did he do this? After a couple of prompts we had the idea of curious. O – as usual – wanted to know what this meant and D was able – when sked – as last week – to say that it meant interested. So again able to reinforce key words for learning. In coming weeks need to link idea of curiosity to times when we learn the best.

Then demonstrated the poster I wanted students to make – linking picture of student to how they communicated with Baby.

Students shared laptops to watch videos with support from TA. Good opportunities for students to organise themselves and make sure they had the correct resources and for me to model to staff and visiting trainee teachers questioning prompts rather than direction (What do you need? Have you got the things you need?)

Some technical issues but generally able to iron these out. Again highlights training issues for staff, but staff very helpful trying their best with what they knew.

Task was well matched to students – allowing observation and demonstration of what they had observed. Most students made appropriate matches of student and their behaviours. Staff recording backs this up

"S…able to identify each feeling. Commented on how other children felt and what they did."

"A…clearly able to observe and note what each child did. Communicated how she felt and how others felt."

P "With alittle prompt…able to say how each classmate was feeling but not confidently able to say why."

J was given his observations as a colourful semantics task (3 symbols to create a 3 word comment on picture presented on a jig with colour coded placings for symbols.)

J chose the correct photos and symbols to communicate what each student was doing (3 times from a choice of 2).

J then used his iPad to type in the sentences and read them aloud to the TA.

R initially refused to do the task. Removed himself from the room to work in the resources room to avoid my "nagging". He took the poster resources with him and completed the task on his own matching students to actions, though I don't think he watched all the videos. It may have been guess work, ity may have been memory but it was more important that we had negotiated a way for the task to be respected. The learning for R continues to be that new things, and new tasks needn't be frightening, and that with some effort they can be interesting.

M stayed at the PC, doing his own activity on the iPad. I provided the resources ready to glue (cutting is difficult for M) He still chose not to do this so I engaged him in conversation and went through some of the videos using conversation about what I thought was interesting

So what is T doing? Was that a fist pump?   M didn't think so so we looked again. It was but T then changed to using a finger. So what about P? We established he'd shaken hands but also changed to a finger. So why did they both do that? With a little bit of prompting M was able to say it was because they had bigger hands than bABY.

For those that finished I had stills to look at too, and to talk to the supporting adult.

We did a plenary where we shared some of the observations. Everybody had the chance to say what somebody else had done. We were able to get J to read out a sentence using his iPad – meaningful communication in a group session.

I was able to involve M too to add comments to the T fist pump and P handshake.

Able to draw out the learning point that both had changed their communication because they had thought about Baby and her small hands.

Able to make the point that communication depends on thinking about the other person in the communication and that the students were doing this well.

Lesson had been very active. Student engagement was excellent based on their interest in the videos and in Baby. We were able to make important points about feelings and how babies make people feel, and about how we think about other people when we communicate.

We also talked about starting communications and keeping communications going. Many of the students knew that O had been using peek a boo to try to keep the interaction with Baby going – that P had found a book to show Baby and that S had sung to Baby.

So next week I think we'll plan to greet Baby and then keep the interaction going in some way – so songs, games, props (books, toys) that interest Baby (She had brought a tellytubby and a teething ring.)

Only S seems able to independently bring to mind a nursery rhyme (Cockleshells), but O has been working on a chant (African rhythm) that could include Baby's name.

Perhaps provide some prompts for pat a cake, row the boat, may be also get the students to do some mirroring (as in intensive interaction) – both actions and vocalisations. See if we can develop some variety into actions (eg different ways of doing peek a boo not just windscreen wiper hands)

Circles for Learning Teachers Log – 23/11/17

Planning lesson for next week's visit by Baby .

Focus: Communication – Starting and Keeping Communication.

Reminded students of the communications we had started previously

P – Hand shake. T – Fist Pump.

Reemphasised point that they had adapted their communications

Rewatched video – noted how S kept communication going by singing (shared activity). S able to state that she did this

P stated he played with the toy with baby

M also able to join in discussion from his position at the edge of the group. Also aware of gaining D interest and R interest

Gave each student choice of song or games to practise with adult.

Provided choice sheet and lyric sheet as visual prompts

Tried to get P and T to work together on copying. They tried to do this but difficulties in eye contact made it a challenge. P tried hand on hand to "make"/help T copy signs

I also worked with T individually. He's working very hard to copy some hand movements but spatial positioning/lack of social awareness make them sometimes difficult to interpret. Looking to see how they might be employed next week.

May also be a way into the idea of "Learning". We've been learning how to communicate with Baby. How did it go? (Review video) How can you make it better? Important to persevere – means we will be able to communicate with Baby

P worked on songs –singing them to Christmas tunes. A good example of how he is led by straightforward thinking. Again will need to look at how he sings to Baby next week.

J – used iPad to read song lyrics to TA. We'lltry this with him and Baby next week – then see if we can get actions involved or whether he picks up from observations of the others

P – practised singing. Found The Wheels on the Bus on the computer. Be interesting to see if he can respond to the motivation of communicating with Ava or whether his singing fades away – he gives this sense of losing interest/ not having confidence in himself that seems to be driven by not getting the rewards of interaction. (When he meets people he always finds out their name, but doesn't give his own, and doesn't continue the communication). Lots here to work on in pointing how social communication works. Need to make a link with how it makes other people feel, and try and unravel his feelings and respect them.

S practised singing using karaoke machine and performed to the class. It will be interesting to see how Baby responds. Also how S changes her performance of the song for different audiences.

M was asked to find best ipad apps for a baby. I asked him to google. It caused him worry because he hadn't done that sort of activity before, so he complained he didn't want to but by end of session he had found 3 apps I had asked for and downloaded them.

R had same task. He managed to find one app – with my insistent presence to help him follow through,.

I'm sure that he will get involved next week briefly, and try out the app. The group nature of the activity isn't conducive to maintain his involvement. There will be others waiting a go, and he'll be happy to retreat to his favoured activities. Will try to create a quiet moment when Mum brings Baby to his workbay to get some more favourable interaction.

Will need to reflect on emotions that this promotes. R is a caring young man and recognises that is what people do. It's how he sustains it in terms of behaviour – Perhaps doesn't think about how he makes other people aware of this – judt assumes they know.

A – Found a favourite Christmas song to sing.

D – Practised games (Peek a boo, copying and building with bricks). Again it is about what his emotional rewards are – can he recognise the feelings that interaction with Baby stimulate in him – can he name them – can he recognise that may be this does/ doesn't motivate him to interact. In a way he's like a typical teenage boy – not knowing how to interact and feel – but this is exacerbated by his ways of thinking..

Themes to take forward

Observation of communication

Learning to communicate – how do we keep going – How does learning to communicate make us feel. How do we feel when we succeed, get a response. Does it make ius more confident?

Are we interested in keeping trying? Is this true in other work?

Circles for Learning – Teachers Log – 30/11/17

Baby 2nd visit.

Students pleased to see Baby a second time. Still very much a getting to know you session. Pupils repeated interactions from previous visit and tried ideas discussed for starting and keeping conversations going.

We allowed students to lead interactions again. Good turn taking, students allowing each other time with Baby. All students spent some time with Baby, singing or playing. They were focussed in their interactions and clearly wanted to get something from it.

Some students were supported to interact. James sat down beside Baby and seemed to be ok near her until A intervened (Video 5). R interacted with Baby at the end (Video 2) but also was encouraged to interact during the session.

A had prepared a Christmas card

M, R and D remained in their work bays. Had to be invited to engage at times.

Video 1 A, S first to interact.

S singing again. Anna sitting near to Baby so that she could interact. Good eye contact

T came to say hello – Touched A first then offered his finger to Baby. Oi is singing Baby's name in the background, but she doesn't respond

Video 2Baby visits D and R in workbays (end of session). Both boys respond to the chance to interact. Both boys express their boundaries. How is D feeling? How do we know?

Baby interacts with A. She likes the card. How do we know?

Video 3 S playing peek a boo with Baby.

Video 4 S interacts with Baby again. J has sat himself on mat near Baby. He was encouraged to do this by TA, but we were all surprised when he did. Not obviously watching Baby but seems to ber aware of proximity

Video 5 J initiating with Baby. Holding his hand out to be touched.Baby responds and James tries to take her hand. A intervenes ("Careful J"). This breaks the interaction and J after processing gets up and leaves – Just as Baby starts to pay attention to his shoe.

Later on J sat down with Baby again and was helped to support Baby

Baby's presence gave J opportunity to interact.

Video 6 P had practised Wheels on the Bus to sing to Baby. The group sings it to Baby.Baby looking at group. A sitting on mat interrupts –Baby pays attention to A, then a brief look at Mum.

Good video to look at who Baby is paying attention to? What makes her pay attention? Why does she look at Mum? – sharing her enjoyment or gaining reassurance – so how is she feeling?

Video 7/9 – Shared attention with ipad and A. How do we know Baby is interested?

Video 10 – Baby trying to crawl towards toy. She keeps trying for nearly 3 minutes. Could be a useful video to compare later when she is crawling. Tried to engage students with thoughts about what they try hard at?

Maybe ask questions about what Baby is thinking? How is she feeling? Then use Video 11. How does she feel when she gets the toy?

Video 12 –Baby with toy then looking at M and O. M and O using song to get attention. How do they know they've got it?

Video 13 –Baby on her back. Looks at the ceiling, at Mum and then at A

Video 14 –Baby "dancing" with R's support

Video15/16 – Pranav singing to Baby. How do we know Baby's interested? What else does Pranav do? Does it help keep Baby's attention?

Video 17 –Baby sitting – loses balance. Mum picks her up .Baby squeals. What is she saying? How is she feeling?

Video 18 -   P singing Pat a cake to Baby

Sometimes feels difficult to know how to move on.

The interactions are the key part for the students so it seems sensible to focus on the what's needed for interactions

An opportunity to explore feelings – how does D feel? How does P feel? How does A feel? A in particular wants to develop a strong link with the baby – this led her to interrupt J.

Trying hard. Seems that that is a learning strategy to promote and make students aware of. As I am no longer in class it's more difficult to link it to the everyday things the students do – though for O and D I can link it to their driving lesson experience.

Need to pull out elements of what Baby does – repeats actions, tries different ways (uses feet, legs, arms)

Circles for Learning – Teachers Log – 07/12/17

Second Follow up Lesson

Students more familiar with expectations of this lesson – though I had complicated it by asking them to look at particular videos and asked different focusses for each video.

Students find the videos interesting and watch with care. They select symbols carefully too, and the placement of the symbols suggests their understanding of the links.

There is evidence for students understanding some key concepts. Some students associated feeling safe with Baby

There was some linking of caring with A and S

P linked himself to unsure. I had used worried previously – so again evidence of understanding some synonyms.

Some students tried to create sentences – may need to provide more verb symbols to enable this to happen more.

We focussed on Baby trying to crawl.

Will show video again next week. Try to observe the ways she tries to crawl – knees up, feet down, head up etc

Then try activities where the students have to try hard to do something eg shooting basketball hoops, firing tiddly winks onto a target, building a jenga tower, building a domino run, aiming scrunched up paper balls into a bowl.

What makes you keep trying?

Circles for Learning – Teacher's Log – 11/01/18

First time back after the holidays. Baby almost eight months old.

Most of the students looking forward to the session.

Aims for the session

To let students interact with Baby.

To observe and encourage them to observe the interactions and think about the feelings behind them

Staff modelling appropriate behaviours and supporting individuals to attend and observe.

Teacher videoed at first using ipad and asking questions. Later passed videoing to another staff member. We now have to stop video when one student interacts with Baby.

O ready to interact straight away. Goes up to Baby as she enters the room. Has established interaction where he wants to hold Baby. Asks to do this straightaway. (Video 2, Video 3)

A asked to come back from her new class base.

D at edge of group but watching. Responded to questions

R remained in workbay but was prompted to become involved later

Video 5 – P

P playing pretend eating game. Has sat himself by Baby in a position for interaction but the game isn't always focussed on Baby.

I tried to ask questions about who Baby was looking at to see if Pranav could identify that he should look at Baby (not on video) – Single channel focus means Pranav more focussed on the game than the person

Video 6 – S J T O

S interacting with Baby. Takes her hand. Looking at Baby. Talking in a motherese voice (not clear words)

Again questioning around who is Baby looking at. Trying to see if the students notice she is attracted by sound or movement. She often looks at J (screen right) as he is making vocal noises and stamping his feet.

P (screen left) engages with questions.

Why's Baby looking at J? Because she likes him

Answers direct questions What's J doing with his feet? Stamping.

What's Baby asking for? Shaking hands.

Baby had reached for S hand after S had taken it away

I asked (Mum) if Baby made any noises when she wanted anything. This became a theme through the session. We established Baby had a happy sound and a sound when she wanted something.

I also tried to draw attention to three different sounds (ee, o and a g)

Baby on her own. Raised the question whether Baby wanted someone to sit with her. Asked what she was doing to show this.

D noticed she was looking around.

Asked about the movements she was making with arms and hands.

T took the opportunity to interact as he has done in previous weeks. Asked him to notice that Baby was looking at him when he returned to his seat. Asked him whether he could look at Baby. He was able to do this on third interaction.

Interaction with J

J encouraged to sit down with Baby. Have shared this part of video with other colleagues. We use the techniques that James and Baby are trying with our pupils – intensive interaction (Hewitt and Nind).

Baby working very hard to get J' attention – She finds him interesting

J sits facing Baby. Moves to get himself comfy. Uses hands to interact – high five greeting (James uses this when meeting other people too). But J initiates interactions

D answers questions about how Baby is feeling and observes parts of the interaction

When J has had enough, he leaves. He shows he has had enough by retreating to his workbay

Video 7

O and S with mUM and Baby

Mum supports Baby on her feet. O wants to do this and takes over. Big smile on O face – also looks to TA for approval. Sense of Achievement for O May be that we need to focus on this emotion in our follow up next week.

S also wants to hold Baby. O is able to share attention and moves in a position to help Sorcha.

S immediately follows up with "Hello Baby Baby" (very clear)

So could concentrate on what they do well, and go back to T and J – what do they do well

(Look at baby, Hold out hand, Say hello, Copy (mirror) baby, Keep baby safe, Think about baby, Kind to baby , Caring)

Then develop How do they feel? Also how does Baby feel? How does Mum feel? – OK because the students are doing well)

R – what does R do well? Brings something for the baby. Does the baby see it?

O explores dancing with Baby (something O likes a lot) Listens to adult's suggestions and tries in his own way. When he picks her up and cuddles her - he quickly sings "row" and rocks her.

At one point Baby falls back and possibly jars her head- makes a frightened/upset noise but O calms her/reassures her.

Then we were able to explore a wanting noise

Then R introduces BB8 – sharing something he likes- It has Baby's interest. The other students give BB8 room to move

Video 8

D – Encouraged over. Not being sure – clearly on his face but listens, tries, says what he is happy to do and helps to feed Baby Baby

Can students identify how D is feeling? What Dan does well?

Video 9

P T Baby – Pranav remembers about different size hands. Tries to teach his friend T.

Both boys have moments when they look at Baby.

P tries the iPad. Also tries to engage in dancing to the music.

Video 10 – O holding Baby – briefly

Video 11 – Baby looks at O as he comes into proximity

Video 12

Circles for Learning – Teacher's Log   18/01/18

Have established a recognisable routine for the review session of Baby's visit.

Students – and staff - are comfortable with expectations and sharing of information.

The majority of students are interested in the video of interactions with Baby, and we are able to discuss things that we see.

MT has responsibility for operating the computer – this means that he observes even if he doesn't immediately answer questions.

Focus this week on what we are doing well.

Students can see and express simply some of the things they do.

Good this week to focus on J' interactions and say what was good about them. Some students are often focussed on repetitive comments he makes when someone else is upset. DD has been taught the word ecolalic and used this to describe what James was doing during the lesson when MT became anxious.

Students could see J was being gentle and careful and that he sat in a way that helped Baby to talk to him.

Independent work – or supported by TAs - demonstrated that students could link positive qualities with students in a way that could be backed up with evidence.

PB feels the need to link every student with a quality, but there was a lot of reasonable interpretation

RH took work away to do in resources room again – but brought back his thoughts – he may not have watched the video fully on his own but he has picked up on some of the ideas expressed during the whole class activity.

I supported MT again. I am aware that I am pushing him for a response, but by taking some of the workload and reducing choices and praising I get 2 responses. Pleased that he is engaged in process, and know that he is reflecting on what he sees. Slowly – as the class is at other times – trying to nudge his self confidence and his preparedness to offer an idea, risking that it might be wrong.

Where to go next? I think building on this idea of what we are doing well and how it makes us feel. So what else do we feel confident in doing – could start with Baby

Cuddle Baby

Greet Baby

Sing to Baby

But could add other activities they do – college, swimming, writing, maths, cooking, shopping, You Tube, Singing, iPad, Performing,

If I give them the choices I can, I can try, I'm unsure, I can't - Then try the idea of a positive thought and a negative thought. Then suggest we change I'm unsure to I can try (On a spectrum they would really be at the same point) Can they agree to swap one… and try it out. Suggest we look what Baby does when she is unsure, or when she tries.

Replay the games from previous learning week. Use the same criteria to assess student's.

Will also try a part of ELLI assessment with some students.

Circles for Learning - Teacher's Log   250118

Shared parts of video again with whole group, focussing again on what we were doing well with Baby.

Some students able to repeat comments made previously. Comments very concrete as I would expect. Shared attention on video generally good – always difficult to tell for all this group. J slightly unsettled – may not have given as much attention.

Set task with symbols to consider what I Can do, what I can try, What I'm unsure of, What I can't do.

All students – some with support- able to sort things they do with Baby, other things they do. Most students able to work independently on this task. Some students chose to sort all the choices, others chose just some. Tend to think those that had just chosen some were very firm on those ones – ie accurate reflection of their thinking.

Students who did more also accurate. P identified he can't sit with Baby – and this is something he hasn't done.

I worked with M – but it requires a lot of focus that draws me away from working with others. Will have to look at swapping with somebody else some weeks. It's a shame because M responses (hidden by his anxiety when feeling on the spot) are actually good and he needs to know this.

In individual feedback and then as a group reflection, I drew a can can't spectrum and talked about where I'm unsure and I can try could go and talked about changing the words to make us feel more positive.

This is where I miss out on feedback because I'm not in class at other times to reinforce the messages. Need to discuss with P and M whether it is part of their class discussions.

Baby coming next week. Mum bringing some things she can do. Also be good to touch base with researcher and maybe talk about how we might develop these strands of communication, and

Appendix 24		
IPA Themes that have emerged from interviews with Staff throughout the Circles for Learning Project		
School D	**First Interview**	**Mid Project Interview**	**Final Interview**
Teacher 6 School D UK Special School	**Personal Impact** Created a space to reflect about how to accommodate the CYP and how to stretch their learning and support development. Training – allowed for a space to reflect on the impact of attachment and emotional barriers to learning and to discuss with others. Training allowed for personal development. Observing the CYP enabled links to be made and had an impact on T and L Focus on how to coach the CYP to achieve their next steps. Observations and videos enabled reflection on CYP behaviours, emotions and the links between them. The project allowed better understanding of the CYP. **The experience for the CYP** Experience of another person finding them interesting Experienced the Lead Practitioner observing and thinking about them. The experience of being trusted with a small child. The opportunity to interact with a small child.	**Impact on CYP** Developing interactions – 2 stage interactions with another Experience of caring for another and that their responses have an impact – baby cried CYP problem solved Changing state – baby sad – gave her a dummy and she felt better **Impact on Others** Parent able to see their C play and interact with baby in a thoughtful caring and gently way. The lead teacher – enjoyed watching the interactions between CYP and the Baby and reflecting on how to support them develop skills The support staff – observation and reflections on CYP interactions and communication – CPD provoked discussions **Implementation** What to do when Parent and Baby stop. How to close down the project? How to find a parent and baby who will visit throughout the year? Use of videos – very powerful How do you enable staff to support the project when they haven't undertaken the training?	**Implementation** The end of the project The loss of the Mum and Baby with no notice Importance of long term commitment The importance of creating the environment to support learning for all. Framework which allows flexibility Needs a skilled and confident practitioner **CfL as a teaching and Learning Tool** Opportunity to model coaching and relationship building with staff. Opportunity to develop communication and social skills for CYP. Experience a different opportunity to interact with a child. Observations provide the opportunity for noticing, reflecting, interpreting, and then a professional conversation with the team. Encourages thinking about where a CYP is and what they need to be able to move forward with their learning.

The opportunity to observe and think about a small child with the support of staff. The opportunity to be able to care for another. The opportunity to watch themselves interact with another on video. **Circles for Learning as a Teaching and Learning tool.** Providing an opportunity and experience that many CYP might never have had. Opportunity to observe and to think about their responses, social interactions and how they interpret the world around them. A forum to coach children in managing relationships and social Interaction. An opportunity to work as a team to think about aspects of CYP development. Videos are a good teaching aid Supports the development of communication in a variety of ways. **The session's implementation and environment.** It was really important for the Visiting Mum to know the children and trust the school environment. To enable CYP to choose how close they were with the baby and to have different zones to manage this. Supporting staff who had not accessed the CfL training	The importance of coaching children in how to respond and why whilst the baby is visiting.	Sessions provoke and stimulate Provocation – interest, discussion, linking events, social interaction Stimulation- excites, motivates and creates interest and wish to interact with another. Successful Learning Experience Success – progress made, new things learnt enjoyment and engagement Learning Experience – not done to but with CYP, learning with a positive emotion Techer also experienced a Successful Learning Experience. Project interesting and worthwhile Humanity is a very powerful thing Project has learning motivation – children had the interest and energy to get involved. **Experience for CYP** Shared experience Learning experience Improved relationships Enjoyment and powerful learning tool Rich experience of interaction Looking after another Experience of observation and reflection to make sense of interactions and communication To observe behaviour and link to Learning Zones Experience of loss

	Hard to monitor lessons and what was going on and ask questions – needed two trained people on the session. Highlighted the difficulties of social interactions and how to support CYP develop these. Useful if Lead Practitioner is working with the CYP more.		Examples of compassion and problem solving Mistakes gave further opportunities for more learning Developed new skills Developed new beliefs – self efficacy New experiences **Impact on staff** Observation, reflection and discussion within the team – development Development of TA's skills A circle of Learning within a Circle of Learning – learning for children supported by staff and learning of staff supported by Lead Practitioner Coaching way of working Good experience for younger staff who may not have experience of Child Centred Learning Provided opportunities for professional conversations Impact on staff in different ways Practice link to Zones of Regulation Promoted Attunement of staff to children's needs mirroring attunement of mother to baby's needs. **Personal Impact** Watching CYP demonstrate skills of compassion Watching CYP demonstrate empathy Watching CYP develop communication and interacting skills

			Children's responses to baby – their emotional reaction to another Enjoyment of child focused way of working Something different to work with which highlighted different needs and strengths Enjoyed watching staff interact and the ways they supported children – important with Deputy Heads hat on. Coaching way of working enabled support for children and also support for staff. Project resonated with own values and beliefs about teaching and learning Wish to develop project for different ages working on different areas of focus. Sadness about ending but also recognition that this experience of loss was an important one to support children experience.
Teacher 7 School D UK special School	**Pre Project Assessment** Provided a reason to think and plan how to bring something new into the C/R Made me think about what the project could bring to the CYP, if they would benefit from it and how. Risk assessments and thinking about the need of the children as well as the risks to another.	**The Teacher decided that the class they were leading would not be able to access the project in a positive and safe way,**	

Made me aware of the importance of my existing knowledge of the children and their past responses. Suitability of cohort and how to gauge this. Introductory sessions exploring emotions and responses – pre project assessment devised. **Confidence** Need to be clear about the project and how to adapt deliver and manage. Personal levels of anxiety Support of school and colleagues. Focus on whether CYP could access the work. Personal beliefs about CYP Experience of working with CYP **Ability of group to access the work** CYP responses can be unpredictable Skills needed to access the project and understand interactions as well as develop them in this way. Complexity of social and emotional learning and how to break this down into small enough chunks for CYP to learn and develop. Each group is different – the skill is with the C/P to assess whether the project is right for their CYP at that time.		

Appendix 25

Name ▮▮▮ Date 15/1/18 completed independently + used proloquo2go to read sentences

Doing well with Baby ▮

Baby ▮ pulls lace

▮ holds Baby ▮

Name ▮▮▮ Date 15/1/18 ▮ completed independently + used Proloquo2go to read back

Doing Well with Baby ▮

▮ looks at Baby ▮

▮ touches Baby ▮

Abbreviations

ASC	Autistic Spectrum Condition
BSED	Behavioural Social and Emotional Difficulties
Butler SIP	Butler Self-image Profile
CfL	Circles for Learning
CYP	Children and Young People
ECM	Every Child Matters
ELLI	Effective Lifelong Learning Inventory
ESBD	Emotional Social and Behavioural Difficulties
INA	Individual Needs Assistant
IPA	Interpretative Phenomenological Analysis
KS1	Key stage 1
KS2	Key Stage 2
KS3	Key Stage 3
KS4	Key stage 4
KS5	Key Stage 5
LP	Lead Practitioner
MH	Mental Health
MHWB	Mental Health and Wellbeing
PMHWB	Positive mental Health and Wellbeing
SE	Self-esteem
SEAL	Social and Emotional Aspects of Learning
SEL	Social and Emotional Learning
SELA	Southampton Emotional Literacy Assessment
SEMH	Social and Emotional Mental Health
TA	Teaching Assistant
WB	Wellbeing
WDG	Work Discussion Group
WII4Me	What's in it for me.

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