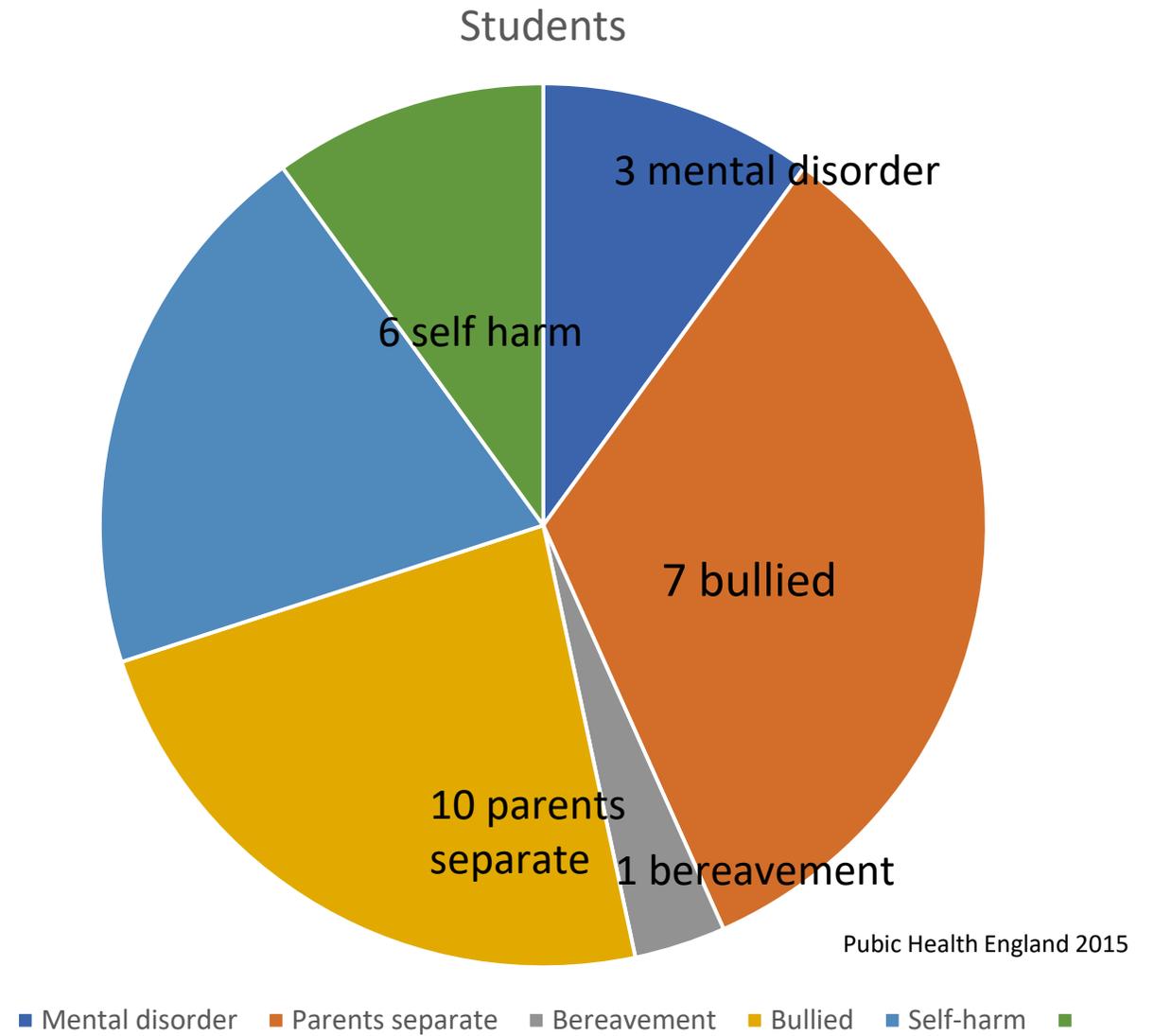


A stylized sun graphic on the left side of the slide. It features a solid yellow circle at the bottom left, with several yellow dashed lines of varying lengths curving upwards and to the right, suggesting rays of light. The background is a solid orange color.

What has Emotional Health
got to do with Education,
and why is it important?

Dr Hilary Emery

In an average class of thirty 15-year-olds





What difference does it make?

Public Health England found:

- social and emotional competencies are a more significant determinant of academic attainment than IQ
- pupils who are confident about learning and have a 'growth mindset' persist when faced with challenges
- pupils who can set goals, manage stress and organise their school work achieve higher grades
- pupils who use problem-solving skills to overcome obstacles do better academically. (*The link between pupil health and wellbeing and attainment*. Fiona Brooks for Public Health England with NAHT, 2014)
- Children with higher levels of emotional, behavioural, social, and school wellbeing have on average higher levels of academic achievement and are more engaged in school.
- Children with better emotional wellbeing make more progress in primary school and are more engaged in secondary school (*The Impact of Pupil Behaviour and Wellbeing on Educational Outcomes*. L. Gutman and J Vorhaus, DfE 2012)
- Supporting the wellbeing of teachers and staff contributes to staff retention, whole school ethos and classroom effectiveness. (*Identity, wellbeing and effectiveness: the emotional contexts of teaching*. Pedagogy, Culture & Society, Volume 16, Issue 1, 2008).

**Opportunity for all:
strong schools with great
teachers for your child**



From policy into practice: it's not either/or!

For children to learn and succeed needs social and emotional, as well as cognitive, development.

- UK Policy initiatives include:
 - 'Every Child Matters' (DfE, England and Wales 2003)
 - 'Getting it Right for Every Child' (Scotland 2006)
 - Developing good relationships and positive behaviour in the classroom, playground and wider community is essential for creating the right environment for effective learning and teaching. (from: *better relationships, better learning, better behaviour*, Scottish Government 2013)
 - Education White Paper, DfE 2022
 - Children's attainment, behaviour and attendance both drives, and is impacted by, their wellbeing. (para. 79)
 - by looking through the lens of a pupil's characteristics we sometimes miss the needs of children who do not acquire the label of having a special educational need or disability or being disadvantaged. We need to pivot to a system where all children receive the right support, in the right place, and at the right time based on their need. (para. 90,)

Scotland's policy aim is 'Getting it Right for Every Child'

Wellbeing sits at the heart of the Getting it right for every child approach and reflects the need to tailor the support and help that children, young people and their parents are offered to support their wellbeing. (from: *Understanding wellbeing*, Scottish Government 2018)

The policy aims to create positive learning environments through positive relationships and behaviour which are the responsibility of everyone within each learning community, with interventions fostering the development of multiple skills.



What is the
policy
challenge?



Permanent exclusion rates between England and Scotland for 2018/2019

England

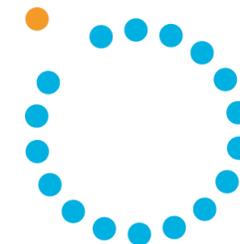
- Fixed period exclusions: 438,300
- Permanent exclusions: 7,894

Scotland

- Temporary exclusions: 14,987
- Removed from register: 3

Getting the balance right - fostering a nuanced understanding of vulnerability

- Moving from a focus on vulnerable children to focusing on vulnerable contexts
- Listening to and acting upon children's views of their needs and what it means to be 'vulnerable'
- Taking a joined up contextual approach to safeguarding and wellbeing building on existing service provision in schools
- Getting a balance between *wellbeing and safeguarding* and *attendance and attainment*, avoiding zero tolerance behaviour policies, emphasising relationships and supporting professional development and support for all staff.



**Excluded
Lives**



**Economic
and Social
Research Council**

Identifying and resolving policy and practice contradictions

Resolve the existing fragmented, performance dominated system by:

Developing an effective middle tier of LAs, Trusts and other services, ensuring coherent and sustained support

Developing collaborative support and challenge across services and partners, including schools, ensuring partners engage, share data and are resourced

Revising accountability frameworks in ways that promote wellbeing and collaboration

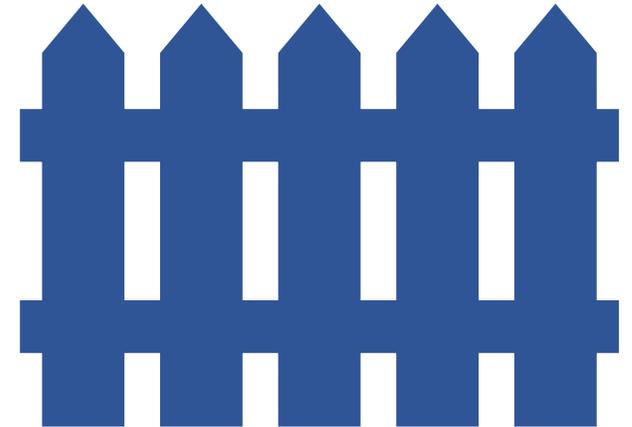
Addressing the impact of high stakes, high performance, zero tolerance cultures and funding shortfalls.

Intervening upstream

“We need to start building fences along the top of the cliff rather than parking ambulances at the bottom.”

...taking a whole school approach to wellbeing and relationships developing:

- school climate and ethos
- staff capacity and support
- pupil and parent/carer engagement





Let's offer our children a new narrative of community, relationships and collaboration.



Now, more than ever, we need to prioritise and support:

- responsive relationships between adults and children
- emotionally healthy cultures
- avoid the language of 'falling behind', 'lost learning' and 'catch up'.

from: Family Links blog 2021



**Supporting school
cultures where
relationships and
learning can thrive**

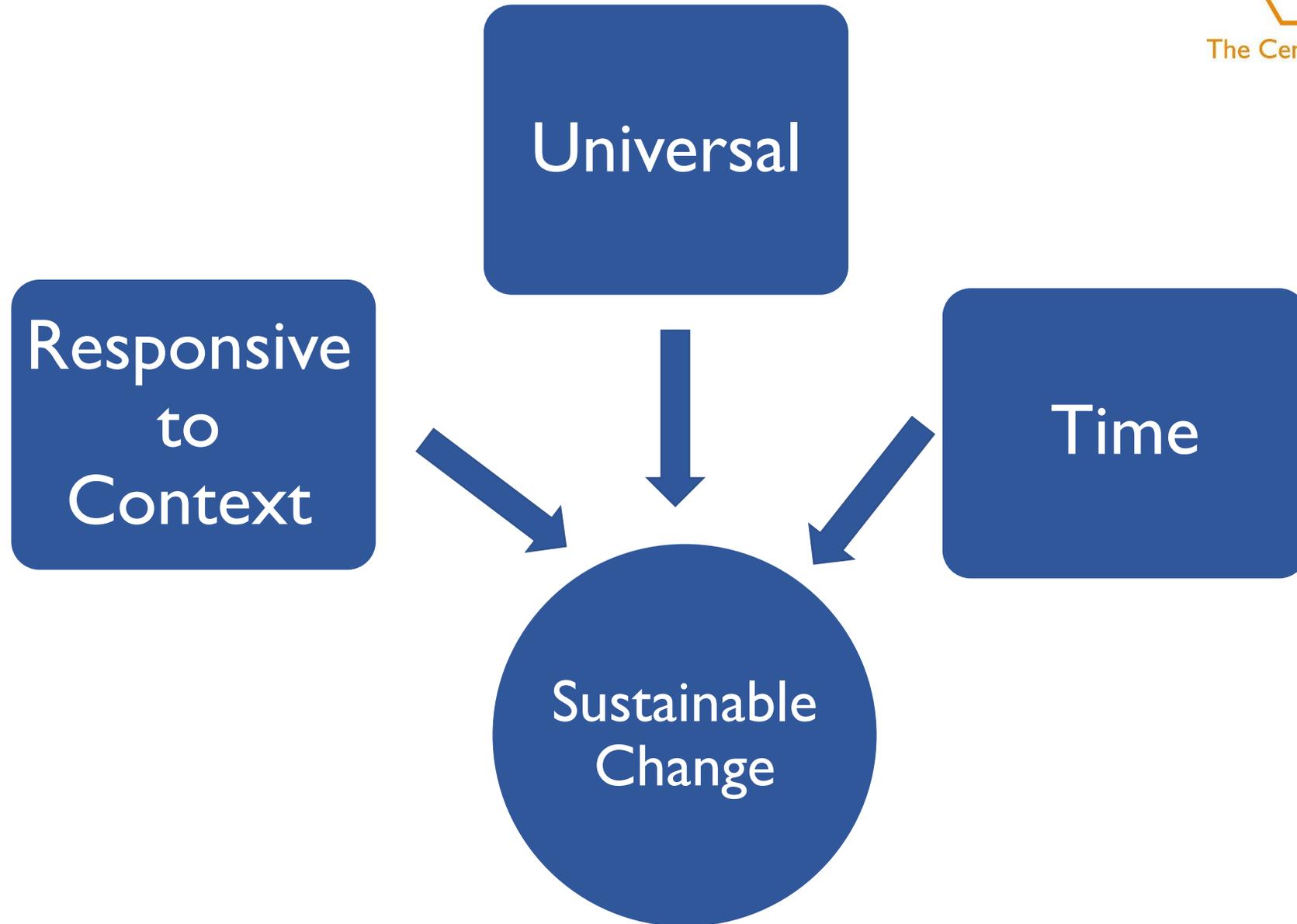
The only constant in life is change

Heraclitus, Greek Philosopher

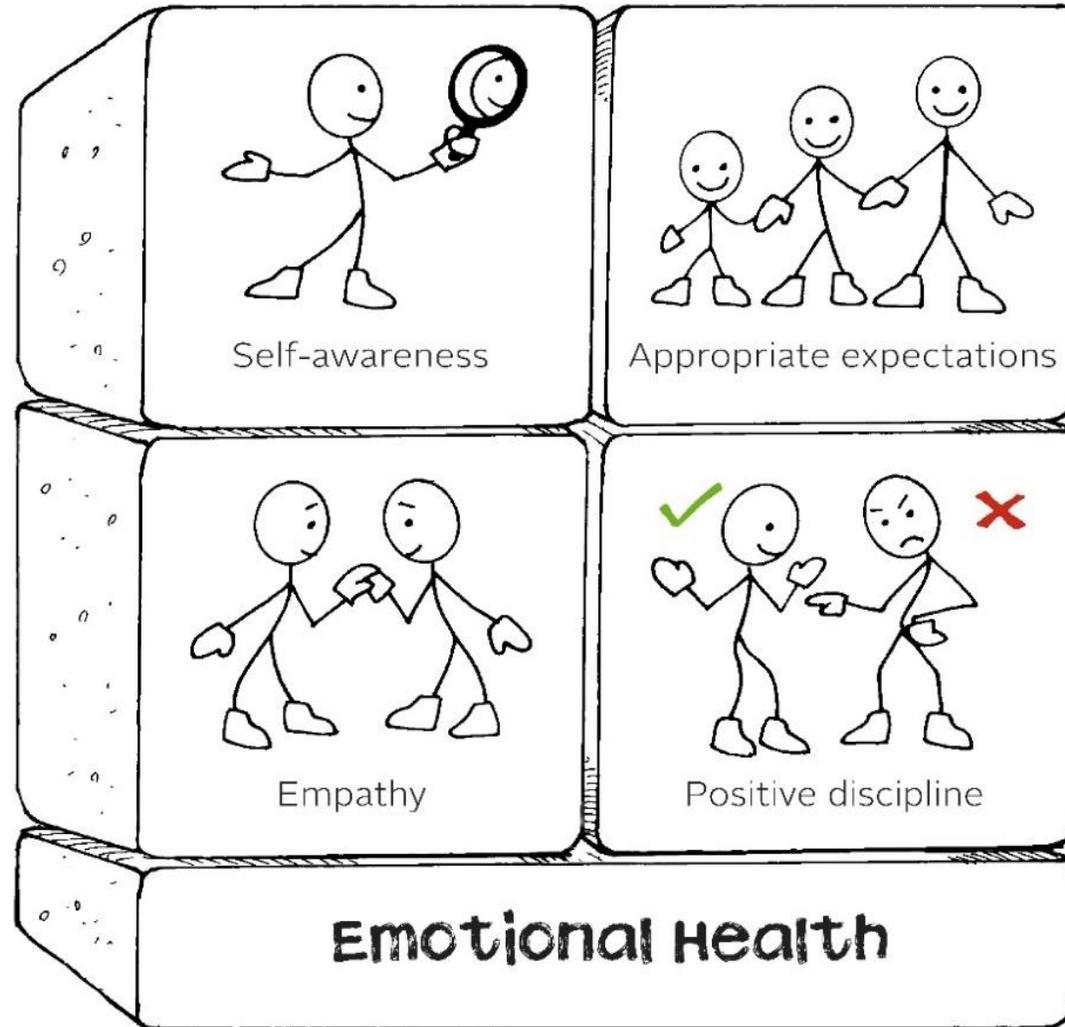
To meet the radical changes of the future, our own learning must be ready to respond and adapt.....we must be able to learn, unlearn, relearn....

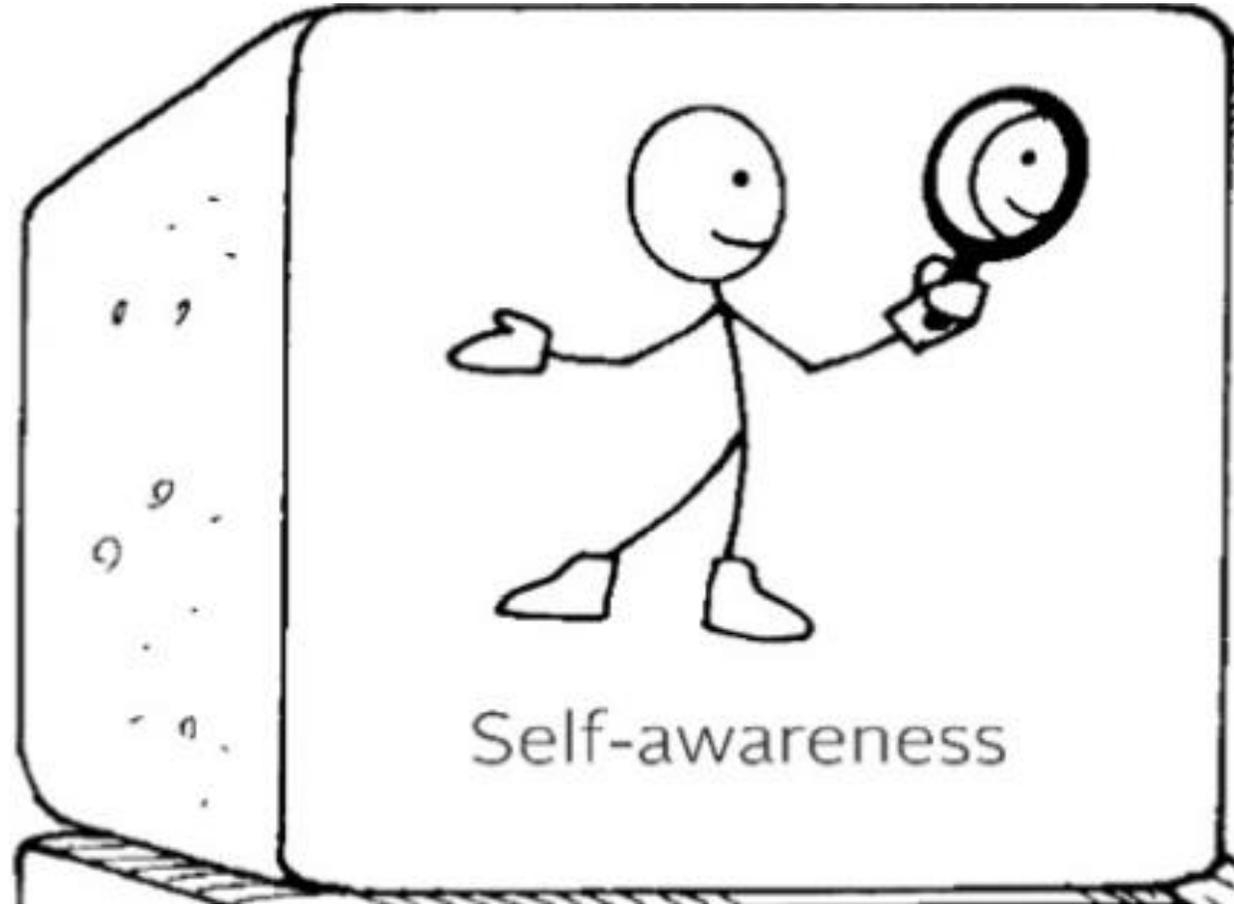
how do we convince a person who has not thrived at school, and **who associates learning with failure and pain**, to risk learning something new?

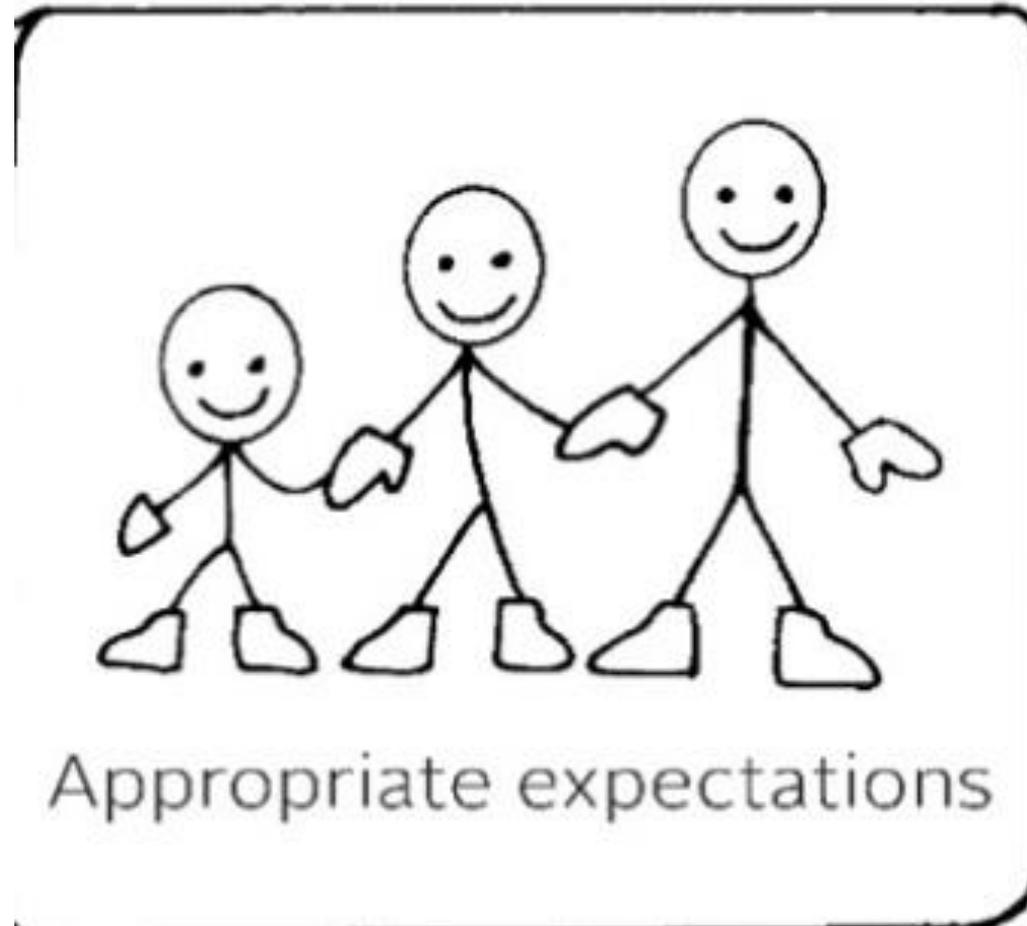
Tom Kenyan, Royal Society of Arts, 2021

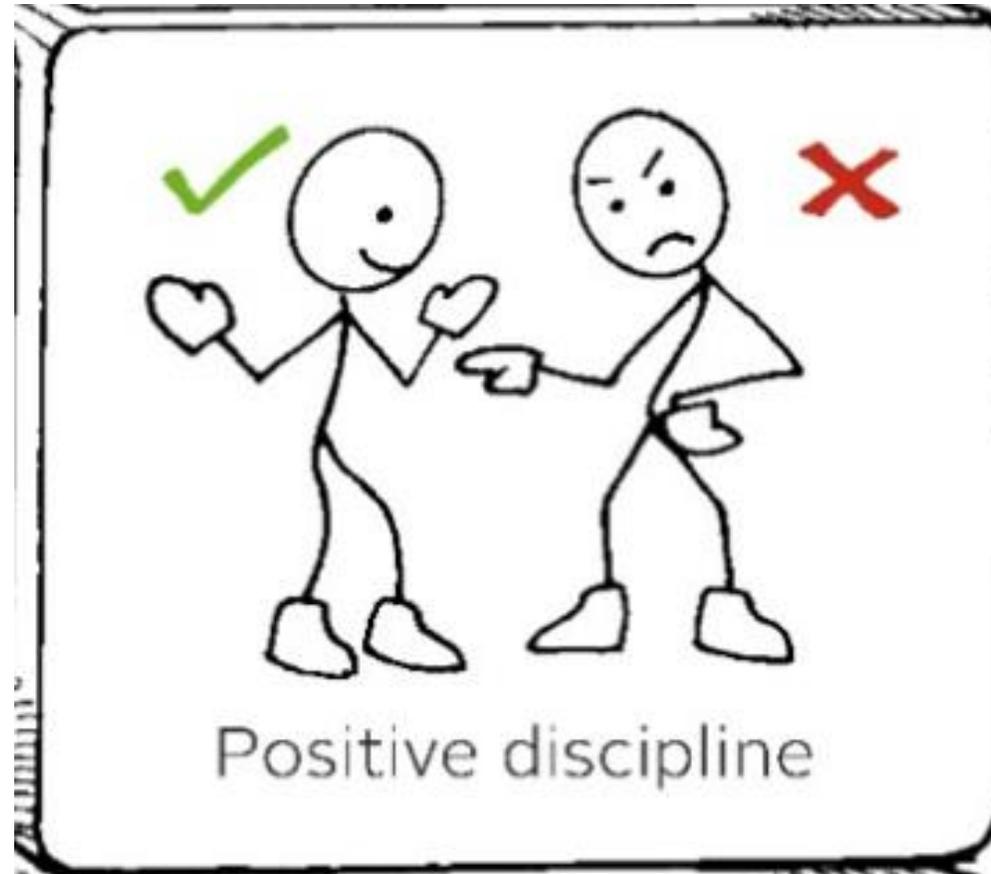


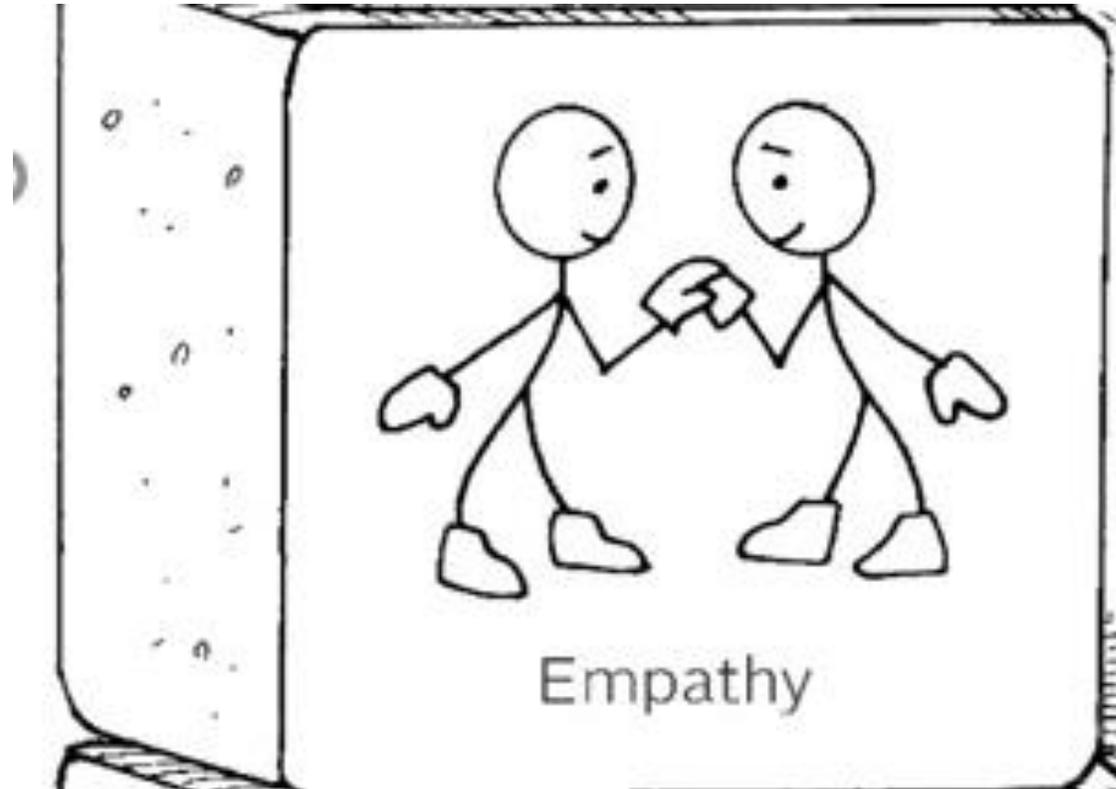
The Four Constructs











Research points strongly to the conclusion that a high degree of empathy in a relationship is possibly the most potent factor in bringing about change and learning

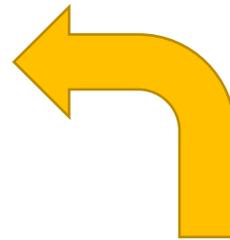
Carl Rogers

Wellbeing is now seen as shaping the social and emotional conditions for learning to be effective and sustainable. When the social and psychological climate is not optimal, learning will suffer

Andreas Schleicher, OECD, 2021

ALPHABET ARMS

A	B	C	D	E	F	G	H	I
	r	r		r	b		b	r
J	K	L	M	N	O	P	Q	R
r	b	r		r		b		b
S	T	U	V	W	X	Y	Z	
r	r		r		r	b	b	



Jane Godby and Liz Burton

