



Promoting Alternative Thinking Strategies PATHS®

For primary aged pupils 5-11 years

Whole School Approach to Mental Health and Well Being as a Foundation for Learning

Enrol now on the PATHS® programme 2019

✓ **Early Bird discount available**

What do people say about PATHS®

"PATHS is good because you get a chance to talk about feelings and stuff you would not normally talk about it. It has helped me to speak to teachers and not keep it inside." *Norfolk pupil*

"The school's work to promote pupils' personal development and welfare is outstanding. School leaders have ensured that pupils are well cared for and have effective support so that they develop into confident learners. As a result, pupils develop high-quality social and academic skills."

Ofsted in Norfolk PATHS® School

"PATHS helps give children the language necessary for solving conflicts and negotiating when problems arise." *Norfolk Teacher*



Schools who sign up receive:

- Bespoke and intensive advice and support from experienced PATHS® coaches
- High quality, age appropriate and user friendly resources
- Training for the whole school community
- Support to promote positive playtimes
- Family engagement
- Support to measure the impact on pupils
- Opportunities to learn from and engage with inspirational schools where inclusion and nurture are fundamental.

Please click on links below to reserve a place at one of our PATHS® events

Whitefriars Primary Academy

5th March 2019

15.00-16.30

Ashleigh Primary

13th March 2019

15.00-16.30

Evidence shows that existing Norfolk PATHS® schools have seen improvements in:

Social and Emotional Competence

23.8% to 29.2%

Pro-Social Skills

17.0% to 24.6%

Concentration and Attention

14.8%



Summary 2017/18

Impact of Promoting Alternative Thinking Strategies (PATHS) on the social and emotional competencies of primary aged children in Norfolk

PATHS is a whole school evidence based early intervention-prevention programme that aims to enhance the social competence and social understanding of children (aged 5 – 11years) and to facilitate educational processes in the classroom.

This report relates to the period Sept 2017 – June 2018 and the impact on a total of 1942 pupils from 10 schools (443 of which receive Pupil Premium funding).

Impact of PATHS on all children within 10 months

- 23.8% to 29.2% improvement in **Social and Emotional Competence**
- 17.0% to 24.6% improvement in **Pro-Social Skills**
- 14.8% improvement in **Concentration and Attention**

Impact of PATHS on pupils receiving Pupil Premium funding within 10 months

- 18.5% to 23.2%. improvement in **Social and Emotional Competence**
- 12.2% to 24.1% improvement in **Pro-Social Skills**
- 11.7% improvement in **Concentration and Attention**

What children say...

PATHS is good because you get a chance talk about feelings and stuff you would not normally talk about it. It has helped me to speak to teachers and not keep it inside.

It has helped me to know that feelings are ok and they are perfectly normal.

Sometimes I get angry and I do not know what to do. PATHS helps me because I know how to calm down by "Doing Turtle".

It has helped me a lot to calm down when something does not go my way. I think it has helped me to be calm when someone has made me upset.

I have enjoyed being Pupil of the Day because it makes me feel special.

Absolutely fantastic because it is nice to know the good things people think of you.

Responses from parents and carers

I feel PATHS is a great tool to help children deal with strong emotions. My child has used it at home including telling Mummy and Daddy when they need to use the strategies, so it has had a great calming impact on the whole family. I highly recommend it!

My child often tells me to 'Do Turtle' when I am cross/grumpy at home. She also tells me it's ok to be grumpy!

My son really looks forward to being Pupil of the Day. The compliments he receives and gives himself have improved his confidence.

We love the Pupil of the Day concept and use it as a valuable opportunity to celebrate my child's strengths.

Views from school staff

They love the compliments sessions and this has helped raise self-esteem and acceptance of others. PATHS helps give children the language necessary for solving conflicts and negotiating when problems arise.

When we are doing PATHS the children are more reflective about what they are feeling and after the event, able to see what steps they could possibly have taken to resolve the situation.

Skills learnt in PATHS lessons have contributed towards developing a supportive, collaborative community in the classroom and helped children to develop empathy as well as to talk about their own feelings.

I find the Golden Rule helpful. Treat each other as you would like to be treated.

Pupils manners and respect has improved.

Comment from Ofsted

The school's work to promote pupils' personal development and welfare is outstanding.

School leaders have ensured that pupils are well cared for and have effective support so that they develop into confident learners. As a result, pupils develop high-quality social and academic skills.

For a full copy of the report please contact: anna.sims@norfolk.gov.uk

**The PATHS®
curriculum**
focusses on
teaching children
improved thinking
skills, responsible
decision making
and behaving, as
well as helping
children achieve
academic success.

Contact us:

PATHS@norfolk.gov.uk

01603 303334



@PATHS Norfolk

What is PATHS®?



What is PATHS®?

PATHS® enables pupils to:

- Increase self-control
- Enhance self-esteem and self confidence
- Recognise and manage emotions
- Develop caring concern for others
- Establish positive relationships
- Increase respect for others
- Improve problem solving skills
- Make responsible decisions and handle challenging situations effectively



Promoting Alternative Thinking Strategies (PATHS®) is a universal evidence based social emotional learning programme delivered in primary schools by classroom teachers.

PATHS® Key Strategies

- * Rules
- * Compliments
- * Feelings
- * Calming Down and Self-Control
- * Manners and Fair Play
- * Problem Solving



PATHS® In Norfolk Schools are supported to develop a whole school approach through:

- A structured PATHS® curriculum
- Training for all staff and support for lunchtime staff
- Regular support and guidance from a PATHS® Coach
- Parent and carer engagement
- Support to evaluate the impact on pupils
- Guidance in generalising PATHS® strategies
- Planning and cross curricular links
- Personalising the curriculum using Norfolk resources





PATHS 2019-21

Expression of Interest

Please submit by **26.04.19 5pm**

Email: PATHS@norfolk.gov.uk

Successful applicants will be informed by 03.05.19

| | | | | | | | |
|---------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| Name of School | | | | | | | |
| Name of Headteacher | | | | | | | |
| Email | | | | | | | |
| Number on roll Sept 2019 | | | | | | | |
| | Yr R | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
| Number of classes | | | | | | | |
| Number of pupils | | | | | | | |

| Please indicate when your staff are available for PATHS training | | | | |
|---|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| Initial Training for teachers/TAs. (Full day) | Monday 02.09.19 | Tuesday 03.09.19 | Other dates (please specify) | |
| | | | | |
| Follow up Training for teachers only. (am) | Thursday 19.12.19 | Thursday 02.01.20 | Friday 03.01.20 | Other dates (please specify) |
| | | | | |
| Would you be willing to host a training event in your school? Yes/No | | | | |

| Your school | Please tick the relevant boxes | | Yes | Not yet |
|---|--------------------------------|--|------------|----------------|
| Has emotional health and well-being (EHWB) been identified on your SIDP as a priority for your school? | | | | |
| Have you secured support for PATHS from your Senior Management team and Governors? | | | | |
| Have you secured support for PATHS from your staff? | | | | |
| Have you identified a potential member of staff who has the experience (2 years teaching in your school) and capacity to become the In-House Coordinator (IHC) for PATHS? (See Role of IHC) | | | | |