

Impact of PATHS on children in Norfolk



PATHS Team Norfolk

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

Norfolk County Council

2015/16

Contents

Page Number	
2	Introduction
3	Impact on Social and Emotional Competence and Pro-Social Skills
4	Impact on Relationships with Peers and Hyperactivity
5	Impact on Conduct
6	Communication Skills and Emotional Literacy
7	PATHS Strategies - Calming Down and Problem Solving
8	PATHS Outside the Classroom
9	Building Self Esteem – PATHS Pupil of the Day
10	Behaviours for Learning
11	Responses from Parents and Carers
12	Responses from Parents and Carers
13	Encouraging Home and School Communication
14	Improving Staff Wellbeing
15	Improving Staff Wellbeing
16	Responses from Pupils
17	Responses from Pupils
18	Responses from Pupils
19	Pupil Perception / Feedback from Nelson's Journey
20	Pupil Premium Children
21	Ofsted Inspection Comments and responses from Headteachers
22	Challenges/Summary
	Appendix 1 - Pro-Social Behaviour and Social and Emotional Competence
	Appendix 1 - Hyperactivity, Conduct, Peer Relationships
	Appendix 2 Pupil Premium - Pro-Social Behaviour and Social and Emotional Competence
	Appendix 2 – Pupil Premium Hyperactivity, Conduct, Peer Relationships
	Appendix 3 - Pupil Perception
	Appendix 4 - Ofsted Report Comments

Introduction

Promoting Alternative Thinking Strategies (PATHS) is a whole school evidence based early intervention-prevention programme developed in the US. It aims to enhance the social competence and social understanding of children aged 5 to 11 years and to facilitate educational processes in the classroom. PATHS was cited by Graham Allen MP as among 19 'top' evidence-based early intervention programmes. G. Allen, *"Early Intervention: The Next Steps"* HM Government London 2011.



PATHS in Norfolk

This report relates to the progress of 1930 pupils (aged 5 – 11years) from 15 schools over a 10 month period (Sept 2015 – June 2016); also 506 pupils who receive Pupil Premium funding. By autumn 2016, PATHS will be delivered in 105 schools across Norfolk supporting approximately 15,000 pupils.

Data

The Strengths and Difficulties Questionnaire (SDQ) was used to monitor the impact of PATHS on pupils. Teachers rated all their pupils on a three bar scale (certainly true, somewhat true, not true) in the following five domains: emotional symptoms, conduct problems, hyperactivity, peer problems and pro-social behaviour. In addition, six further questions were added from the original PATHS questionnaire to monitor impact of social and emotional competence. Data was collected in September 2015 and again in June 2016.

In addition qualitative data was collected from: In-House Coordinators, school staff, parents/carers and school councils. Perception data was also collected from pupils.

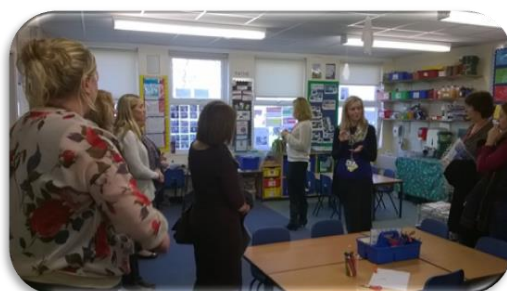
Support for schools

Training was provided for all staff to support the development of a whole school approach. Each school identified an In-House Coordinator (IHC) to be responsible for the roll out of the PATHS programme and all schools were allocated a PATHS Coach in order to support and monitor the school's delivery of PATHS with fidelity.

The PATHS team in Norfolk supports schools after the first year of implementation by providing local resources to address the needs of pupils and help the programme to become fully embedded into school structures and practice.

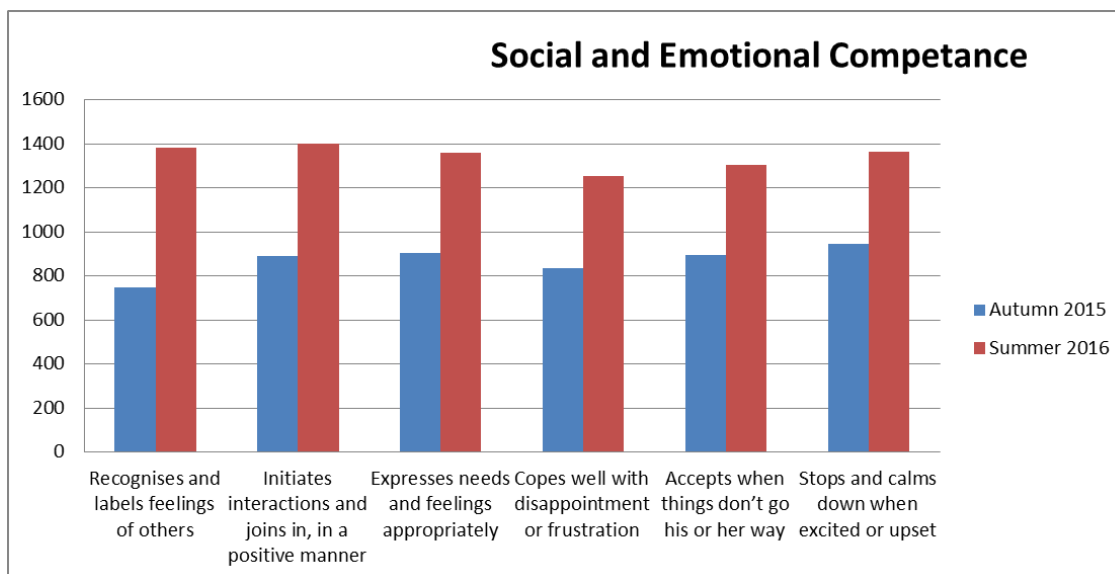
PATHS Model schools sharing good practice

Four PATHS schools: Whitefriars Primary Academy (west), Freethorpe Primary (east), Ashleigh Primary (central) and Raleigh Infant (south) have been identified as PATHS Hubs to provide a focus for local schools to share good practice and access networking opportunities. In addition all four schools have received accreditation from PATHS Education Worldwide and are recognised as PATHS Model Schools.



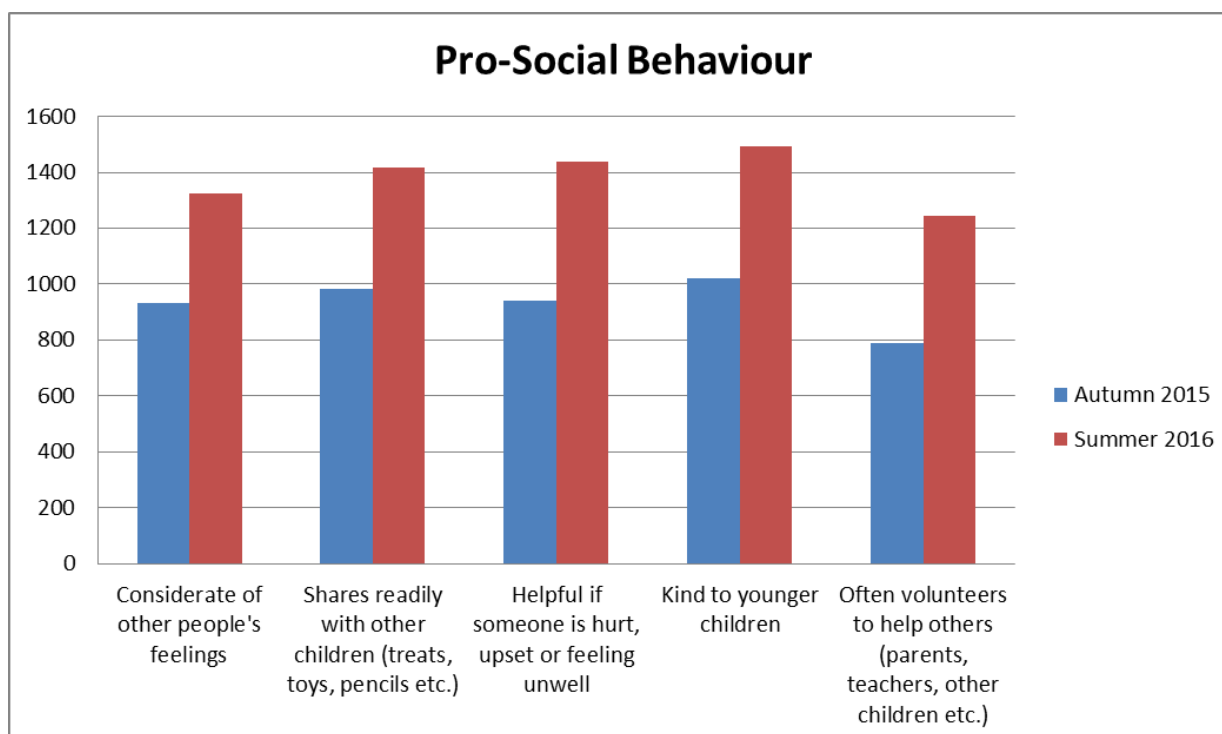
Impact on Social and Emotional Competence

Social and emotional competence increased in the **certainly true** response for **all** statements, ranging from improvements of 21.3% to 33%. (See Appendix 1).



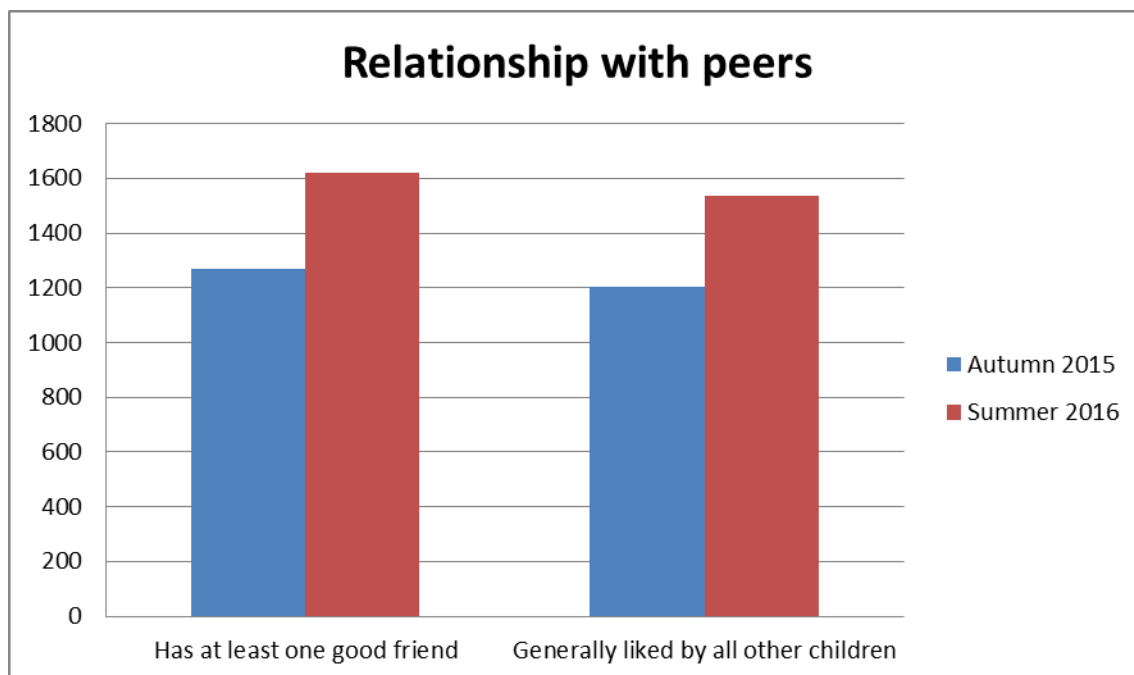
Impact on Pro-Social Skills

Increases of 20.4 % to 25.7% were shown in the **certainly true** responses in statements relating to pro-social skills. (See Appendix 1).



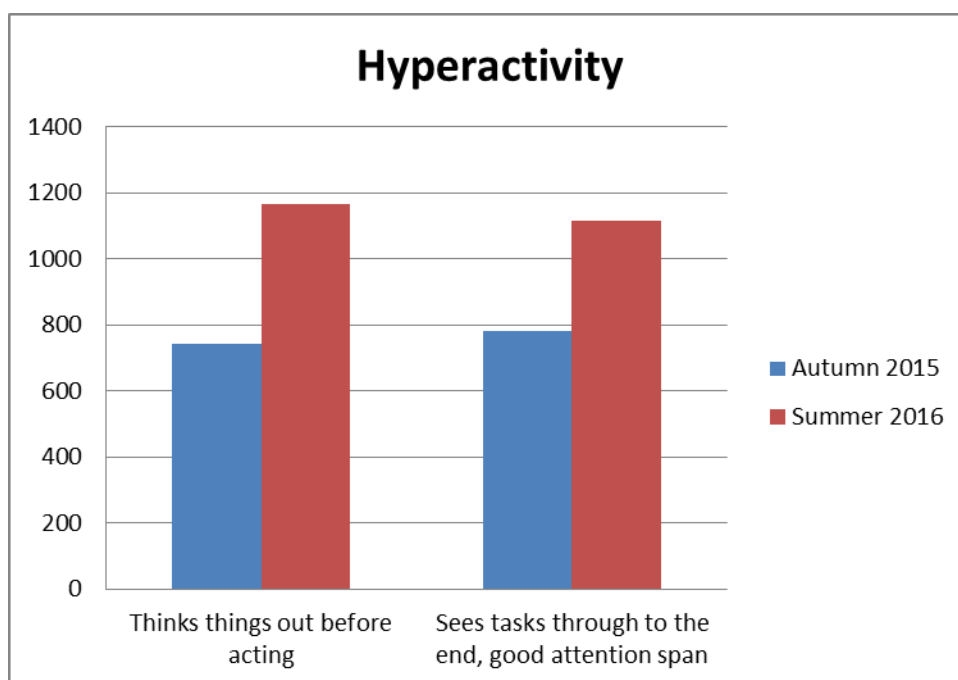
Impact on Relationships with Peers

Increases of 18.2% and 17.2% respectively were shown in the **certainly true** statements to the statements, 'Has at least one good friend' and 'Generally liked by other children'. (See Appendix 1).



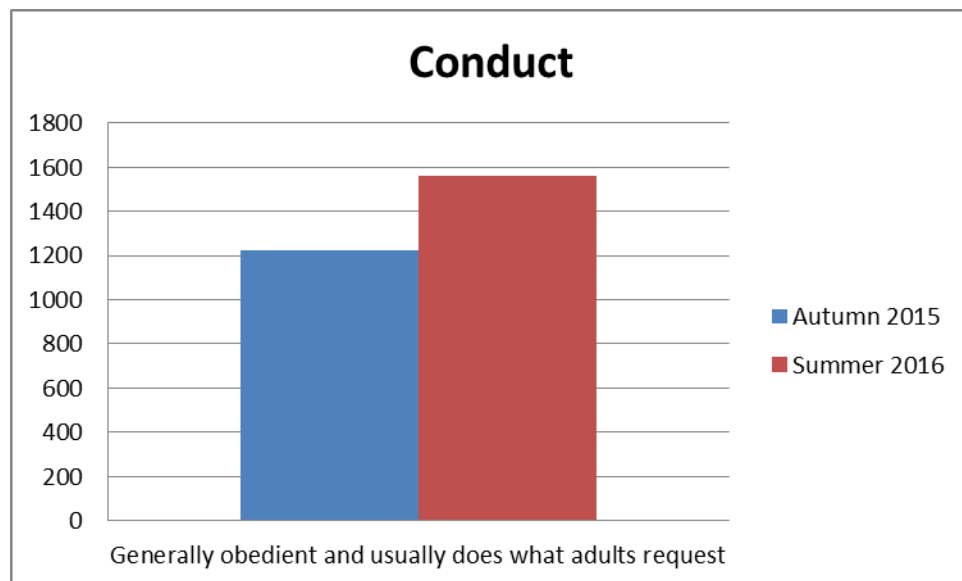
Impact on Hyperactivity

Improvements of 21.9% and 17.4% respectively were shown in the **certainly true** responses to the statements 'Thinks things out before acting' and 'Sees tasks through to the end, good attention span'. (See Appendix 1).



Impact on Conduct

An increase of 17.4% is shown below in the **certainly true** response to the statement 'Generally obedient, usually does what adults request.' (See Appendix 1).



Communication Skills and Emotional Literacy

Staff have observed improvements in children's emotional literacy and communication skills.

"Identifying feelings with feeling faces has helped the children to expand their emotional vocabulary far beyond the base line of happy and sad."

"I have noticed that more children are confident about talking about how they are feeling and thinking about how to solve a problem. "

"Discussion of feelings and able to apply to all areas of the curriculum. "

"Developing language skills of children especially around personal qualities and emotions. "

"Pupil's communication skills have definitely improved which has meant that they are able to communicate their feelings/problems more effectively. "

"Children are able to express their emotions and communicate better."

"It has helped some children to independently calm down and look at their feelings. Some children find it easier now to identify how they are feeling. "

"Become much better at being able to vocalise feelings/problems and explain why they feel that way."

"Managing feelings. Those pupils who struggle with this have found PATHS helpful."

"Improving self-esteem and developing empathy with others."

"During PATHS lessons the children are becoming more confident about speaking and talking about their feelings."

"PATHS has really helped a Looked After Child (LAC) child in my class. She goes to her feeling faces a lot. She asks questions such as 'Does mummy still love me when she is angry with me?' "



PATHS Strategies – Calming Down and Problem Solving

PATHS strategies used as a whole school approach have had a positive impact on children's ability to become independent problem solvers, acknowledging however that children need support to use them consistently.

“ Love the strategies for calming down and problem solving.”

“All of the PATHS strategies have had an amazing impact on my class. “

“To be honest I feel all PATHS strategies have had a positive impact. They enjoy the privileges of being PATHS Pupil of the Day and look forward to their turn. They are far more confident in giving and taking compliments. Having coping strategies and managing their feelings has been really helpful. The children are more able to identify a problem and know what to do about it. “

“A child who regularly struggles to control impulsive behaviour has really related to PATHS strategies.”

“Doing Turtle is an effective calming down strategy. “

“The Control Signals have worked very well with certain children in class”

“Using the traffic lights during ‘time-out’ has given a chance to reflect.”

“Turtle – children have begun to use this when they have uncomfortable feelings.”

“Children were keen to use control signals in real life situations.”

“When children find it difficult to control their behaviour discussing the calming down process definitely seems to help them.”

“Pupil have responded well to conflict resolution and defusing situations.”

“Twiggle works well with the younger children. My class absolutely love and relate to the puppets. “

“Children have started to use calming down strategies when they get angry or have arguments with others. “

“Do you need to go the Control Signals poster to calm down?” Yr 3 pupil

PATHS Outside the Classroom

Midday Supervisory Assistants (MSAs) attended 2 sessions during the year. The first was a PATHS awareness raising session and the second was for feedback and problem solving. 55% of respondents said that PATHS had helped on the playground, 36% said they were unsure and 9% didn't think it had any impact. MSAs liked the idea of reinforcing the strategies visually by having posters around the playground, a quiet area and by having a set of feeling cards.

"By having the PATHS sessions each week I think some of the children have used this strategy on the playground to help calm down and sort our problems etc.!"

"A normally very excitable child has stopped talking and thought for a few moments, calmed down and explained the problem in a calm way."

"Some children have improved using calming down strategies with prompts from teachers on the playground during minor arguments. Some are able to sort out their own solutions."

"Deep breaths have helped. When a child is upset I do it with them."

"After this meeting I will use 'Turtle' with my class before they go back to their teacher as my dinner time class are a bit challenging. "

With the younger children I have found that the calming down strategies have worked and quickly sorted out any arguments."

"I think that introducing a 'Twiggle' area would be a positive move for the playground/lunchtimes. This would be a follow on from 'Turtle' in the classroom."

Feedback from Teaching staff

"On the playground space has been at a premium during a new build. Problem solving has helped reduce friction and the MSAs are on board. The children are applying their skills independently to solve their own disputes especially on the playground."

"Turtle /traffic lights – very powerful in class and playtimes. Helps children to calm down before behaviour takes over. Been very effective at playtimes. "

"At lunchtime pupils of the day get to choose any friend and sit next to them at lunch at the same table. This has improved behaviour in the lunch hall."

Building Self Esteem - PATHS Pupil of the Day

“Love Pupil of the Day and giving compliments“

“PATHS Pupil of the Day has been a very positive experience for all. It has made the children aware of their strengths and helped with self-esteem. “

“Our children really enjoy being ‘Child of the Day’ and the responsibilities that come with this. They also enjoy receiving compliments from others and as a whole school have begun to really think more carefully about how they compliment.”

“Pupils love this and are great at praise and compliments.”

“The children really enjoy this and they get so excited if their name is picked out.”

“PATHS has helped to boost the confidence of children who are very quiet in class because they enjoy being ‘Child of the Day’. “

“Pupil of the Day is an opportunity to bolster pupils’ self-esteem and confidence at the start of the day.”

“PATHS Pupil of the Day stops all the arguments about who will give out the books etc. They love being ‘Special’.”

“Compliments - they enjoy hearing positive things and being the centre of attention. Have found out more about what pupils do outside school.”

“It is lovely to hear them giving compliments outside of a PATHS session.”

“They have been giving each other compliments even when they’re not ‘Child of the Day’.”

“As well as being complimented they genuinely enjoy giving compliments to each other.”

“When visitors come to our Yr 3 classroom the children invite them to see our class compliment book.”

“X is using the language modelled in compliment sessions in his stories. “ I like the way he....”

“Children seem more confident and self-assured.”

Behaviours for Learning

"A lot of the children are now calmer and there is a noticeable difference in the use of manners."

"Children are more polite and accepting of each other. They are willing to work things out."

"You hear 'Thank you' and 'You're welcome' around the school a lot more now."

"Visitors comment on how polite, friendly and welcoming everyone (adults and children) is at our school."

"It is helping to improve team work skills."

"X told his friends 'We need to share' when playing with the Small World Farm. Twiggie looks at us to check we are sharing' ".

"Group work is proving interesting. There were conflicts/flash points but it appears smoother now."

" 'X reminded Y to do Turtle when she got angry this morning' " said Z.

"X told me that when Twiggie had finished his tower Henrietta knocked it down. Twiggie felt sad. We're going to be careful and work together'. "

"If someone does something I don't like we don't punch or hurt them because that's not nice so we 'Do Turtle'."

"In classes; children who find it harder to express their feelings can show and share how they feel. Learning is less likely to be disrupted."

"I have seen improved confidence and friendliness. A child in my Reception class confidently introduced herself to the child of a visiting family and showed him round our class. The family were very impressed and chose to send their child to our school."

Responses from Parents and Carers

Parents and Carers were invited to a PATHS awareness session in school at the beginning of the year. In June they were asked for feedback about the programme.

"Definitely boosted self-esteem and confidence. It's a fantastic concept and works really well. I love it."

"Certainly my child's confidence has improved and she really enjoys Child of the Day. She also shares her feelings. I think it's been extremely beneficial for her to understand her feelings more."

"He loves being the PATHS Pupil and comes home every day to tell me who the PATHS person was and what they did. He likes to pass out compliments at home."

"My child loves being PATHS Pupil and is proud to come home and show us her compliments. She plays PATHS at home and gives out compliments to all her classmates."

"My child was given compliments on the red chair. I think this makes her feel special."

"Both children enjoy receiving compliments from their class mates."

"The PATHS Child of the Day is really positive and my child is so pleased and proud of the compliments. He likes to be given the extra responsibilities."

"Interesting to hear how that she hadn't just picked her friends to give her compliments. Instead she chose others because they had done something kind that day or it was someone's birthday."

"My child was feeling upset but by being PATHS Pupil of the Day made her realise that she was well loved!"

"The Pupil of the Day idea is very positive. My daughters are very enthusiastic and it has given them increased confidence."

"My child has been able to talk about how he is feeling using more descriptive words such as angry, frustrated, sad etc."

"It's helped my daughter learn that however she feels is ok and to talk about her feelings."

"My child is learning that it is ok to talk about her feelings and says that she will change her feeling face to x at school today."

"My child increasingly talks about her feelings at home. She often plays 'schools' with her friends and I hear them doing compliment sessions and doing Turtle so it's clearly sinking in."

"Both take a breath before getting cross with each other."

"We find Turtle helps open up discussions about why he is upset."

"My child is clearly aware of PATHS and has talked about the coping strategies. All good!"

"We have had to use the calming strategy once or twice at home (Turtle) Sometimes it is difficult to remember what steps to take/how to get into the habit. It was interesting to have PATHS explained to us and get a reminder of strategies."

"I can see that my child has been using some PATHS strategies at home without me realising. Thanks to this session I will be more aware of what is going on and in the future I will ask my child what Twigg would do."

"We are using Turtle at home. It really helps. It helps to eliminate anger problems."

"PATHS has helped my child to think about her behaviour, using strategies to calm down. We read the Twigg story sent home every now and again. She really looks forward to being the PATHS Pupil. PATHS has clearly helped encourage her to take a step back to calm down and explain. I hope that with more awareness and use at home we can take it further."

"There has been a very positive impact for my daughter. I feel there have been subtle changes in the way she thinks things through and uses logic to overcome her worries. She feels supported not alienated."

"The PATHS programme has supported parenting strategies that I learnt via a parenting course at my child's previous school and I have been using at home."

"It has been a wonderful contribution to my child's education so far. Seeing the strategies taught at school instigated at home by my children independently. It is so rewarding to share my children's compliments with them."

My child has explained some of what he has learnt using PATHS and has used 'Turtle' at home not only for himself but also to help his younger sister. I think it is helpful to raise awareness of feelings and emotions both for children and adults."

"I have noticed my child using the PATHS 'Turtle' at home, which has helped him during a frustrated stage."

"The Turtle story sent home was great too."

"We think it is great- a really good way to deal with their emotions and express their feelings. The workshop in class was great and very informative. How you demonstrated PATHS though the story was a brilliant way to reach younger children."

Encouraging Home and School Communication

School staff generally felt that PATHS contributed to the relationship between home and school in a very positive way by ensuring consistency and strategies to manage behaviour. However most parents/carers said they would like more information sent home so they could implement PATHS strategies with their children.

“Parents have talked about how children have used PATHS (‘Turtle’ and compliments) at home when they have got cross or frustrated in class or with siblings. Parents like the compliments – in particular what they say about themselves.”

“We give parents feedback weekly on the PATHS covered that week so it can be discussed at home. Many parents have been shown how to do ‘Turtle’. We held a café in the spring term to inform parents.”

“A child in my class has been using calming down strategy at home. They told parents they needed to go off and do ‘Turtle’ and problem solve.”

“We were able to discuss with a child and his father that when he loses his temper the first step is to stop.”

“PATHS has been useful supporting pupils and their parent/carers because of the compliment sheets going home and parents being part of the process. “

“Mum used the ‘Twiggie learns to do Turtle’ story with her child at home when he was having issues with behaviour.”

“When there was an altercation on the playground, the pupil was able to describe the calming down procedure to their parents. “

“It gives us a system to work with.”

“The use of the traffic lights reflection sheet and reporting home to parents. Children are more able to talk about their feelings.”

“Children have used Twiggie’s stories to help them explain how they feel to their parents.”

“Feeling faces taken home for those that need them.”

“A year 1 pupil taught calming down techniques to a younger sibling.”

“When a parent and child were upset on the playground ‘Turtle’ helped them to communicate their feelings to each other with support of a member of staff.”

“A lot of parents have been told how to do Turtle’ by their children when they have been angry or upset themselves. So powerful!”

Improving Staff Wellbeing

Most teachers recognised and welcomed PATHS strategies as a positive whole school approach which increases children's independence and supports staff wellbeing.

"I do love PATHS Pupil – it is a nice way to start the day on a positive note."

"Students are more positive and kind to each other which makes our lives easier!"

"PATHS has helped the children to realise that we all have feelings (teachers included) and they have become better at empathising with others which has benefitted all relationships within the class (pupils and staff)."

"Communication skills – children are talking about their feelings more."

"Just seeing other members of staff in role with the puppets – quite funny, puts a smile on my face too!"

"When staff are 'Pupil of the Day' it is nice for children to give compliments."

"Staff like compliments too!"

"All children know the steps to calming down after issues on the playground."

"The giving of compliments and language of 'Thankyou' and 'You're welcome' has become second nature and is embedded in the school. Very feel good!"

"All adults use the same approach - consistency."

"Pupils are responding to problem solving techniques and PATHS has given them a common language. Communication skills have improved."

"It is nice that I don't have to spend ages planning PSHCE lessons, as it's all in the folder!"

"Compliments. I always say 'you're welcome' even out of school!"

"As staff we have been able to hook problem solving to lessons in class. Pupils do appear more mature in conveying their feelings and resolving issues."

"Children find it easier to discuss their feelings and have developed better communication skills as a result. "

"They are much more positive now and appreciate other children's efforts."

"I hear more compliments being given around school out of PATHS Pupil of the Day time. Staff to staff, pupil to pupil, pupil to staff. Also people are more comfortable accepting them. Most staff enjoy being PATHS Pupil of the Day!"

“Communication skills have improved with the teaching of PATHS alongside Positive Growth Mind set. Improved attitudes to learning.”

“Really supportive in sorting out problems and falling out in the playground and vocalising feelings. How children behave towards each other when saying sorry and discussing how they feel.”

“Encourage self-control and allowing staff to be able to step back and allow children to discuss their problem and reach a conclusion. “

Children are more reflective on bad behaviours and PATHS gives a familiar and consistent basis for discussion at these times. “

Pupils solving a real problem

Problem: The playground is a bit small during our new build

Feelings: angry, cross

Solutions:

1. Class 3 playground buddies could lead play
2. Zone playground for some quieter activities
3. Ban chasing games

We chose 1 and 2.

What happened? Fewer incidents



Responses from Pupils

What have you enjoyed most about PATHS?



I like being PATHS pupil.

You get compliments from your friends.

Compliments because they make you feel good about yourself.

Compliments make you feel warm.

I choose my friends to compliment me and other people I don't normally interact with.

I like giving people compliments.

I like the privileges.

It's always fair you always get your turn.

It's nice to have a turn being special.

I like that we get to pick a friend to go down to lunch and we get special mats, cups and a special chair.

Taking the register down the office with a friend.

Pulling out the next PATHS person.

I enjoy being PATHS Pupil.

Pupil of the day makes you feel important.

The best bit was the PATHS Pupil of the Day.

Being PATHS Pupil makes me feel not quite so ordinary.

I am given more responsibility as PATHS Pupil of the Day.

I was dreaming all weekend and knowing that I was PATHS Pupil on Monday.

Compliments can be given to anyone on any day, not just to the special pupil!

Responses from pupils

Lessons

Reading the stories and discussing them with our partners.

Positive stories.

Learning new skills.

Discussions of problem solving.

Role play as we all work together.

Feeling cards/dictionaries

Getting new faces and learning about them.

They are useful to show others how we feel.

You know how others feel.

I like collecting new faces. It is exciting.
I wonder if there will be a new face we don't know.

Looking after people and using feeling faces.

Problem Solving

The traffic lights give you steps to calm down and help you solve a problem independently.

You can do 'Turtle' when people won't let you play their game.

Some children found the sessions boring. We are learning things we already know. (Yr 6)



How has PATHS helped you on the playground?

Doing 'Turtle' when I have a problem.

When my friends are playing a game and I don't want to join in. I know there are other people to play with.

It has helped because I know that if you have fallen out with a friend you should use the Control Signals.

If you are getting into a fight it helps you stop and calm down.

If something doesn't go your way you know what to do.

PATHS stops you getting into fights - the other person knows to stop too so things don't escalate.

It has made it easier to deal with arguments and helped people to calm down.

You know how to act around your friends. You can use your shell ('Turtle').

Use the steps for calming down.

It's helped me to share.

We are starting to calm down. People are kind and say nice things.

Learning body signals was useful.

I can control myself better thanks to the Control Signals.

I walk away and go behind something to calm down.

The pictures on the shed show me how to behave and when I have problems with my friends I sort them out quickly.

How has PATHS helped you at home?

I use it when I am annoyed.

If I am annoyed with my brother/sister.

I get over angry at home. I do the traffic lights and it gives me time to calm down.

You can go into your room and do 'Turtle'.

You know how to deal with conflict.

I like doing 'Turtle' and sort it out calmly.

I can control and name my feelings. I know how my body works now.

My brother pushes me and I do 'Turtle' and say what the problem is.

I've learned to walk away.

It has helped me at home because I can manage my feelings and It helps me forget about my brother teasing me.

It has helped me think about other people's feelings.

When mummy gets cross with me I do 'Turtle' and mummy does too and we calm down.

We do 'Turtle' when we get angry as a family.

I remind my brother to do PATHS when he is angry.

I tell my mum and brother to do 'Turtle'.

I share the Control Signals with my friends.

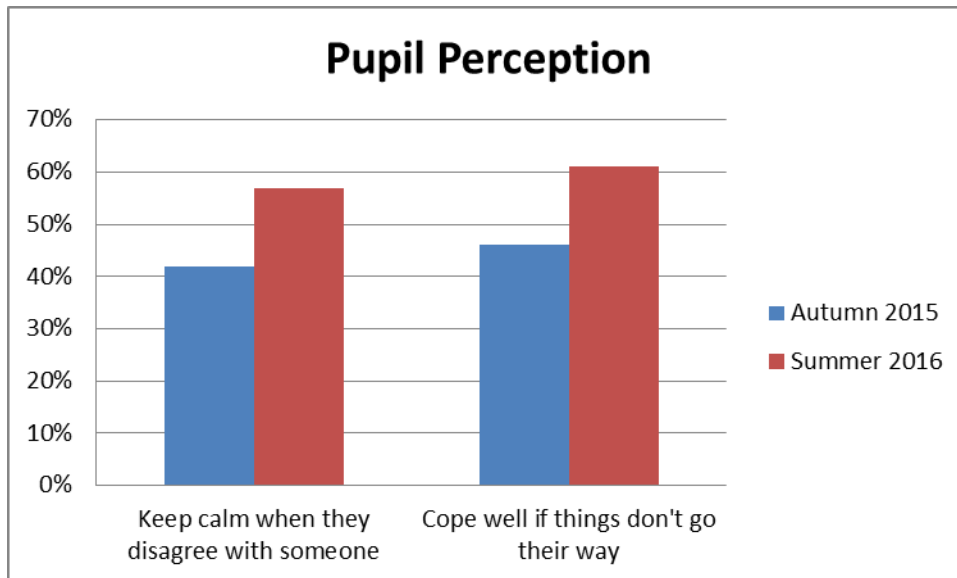
I made a booklet about PATHS at home.

I play schools and we do PATHS. My family gives me compliments.

It doesn't work at home.

Pupil Perception

Pupils were asked to rate themselves on a 3 point scale (smiley face, straight face, sad face) on the questions below. An Increase of 15 % is shown below when pupils responded certainly true (smiley face) to the question 'Keep calm when I disagree with someone' and 'Cope well if things don't go their way.' (See Appendix 3).



Pupils' Suggestions for Improvement

Keep the Special Person!
We want puppets in Yr 2 and KS 2 too!
PATHS signs on the playground would be good.
More activities.

Feedback from Nelson's Journey

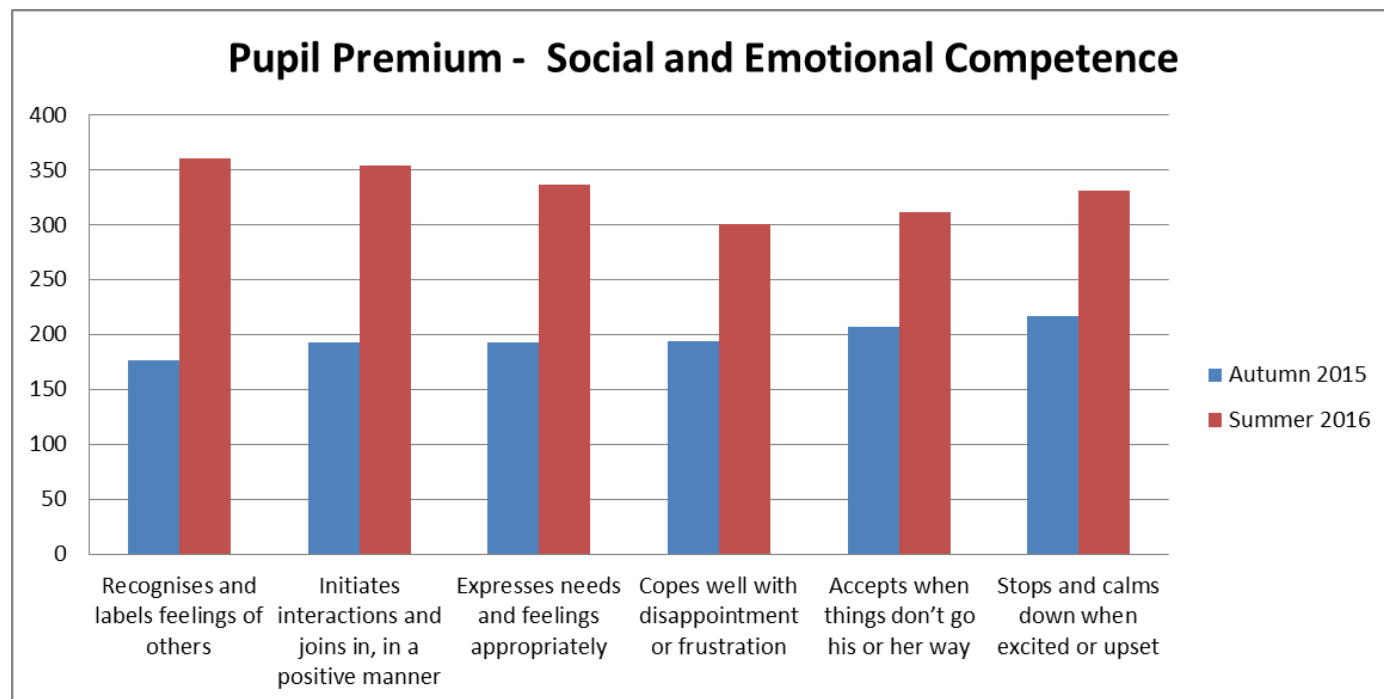
Staff from Nelson's Journey fed back responses from children they had worked with. Nelson's Journey is a charity dedicated to supporting bereaved children and young people throughout Norfolk.

"I saw an 8 year old the other day who told me the best thing that had happened to her, since her Daddy died, was that she had been chosen as Paths Pupil the day before."

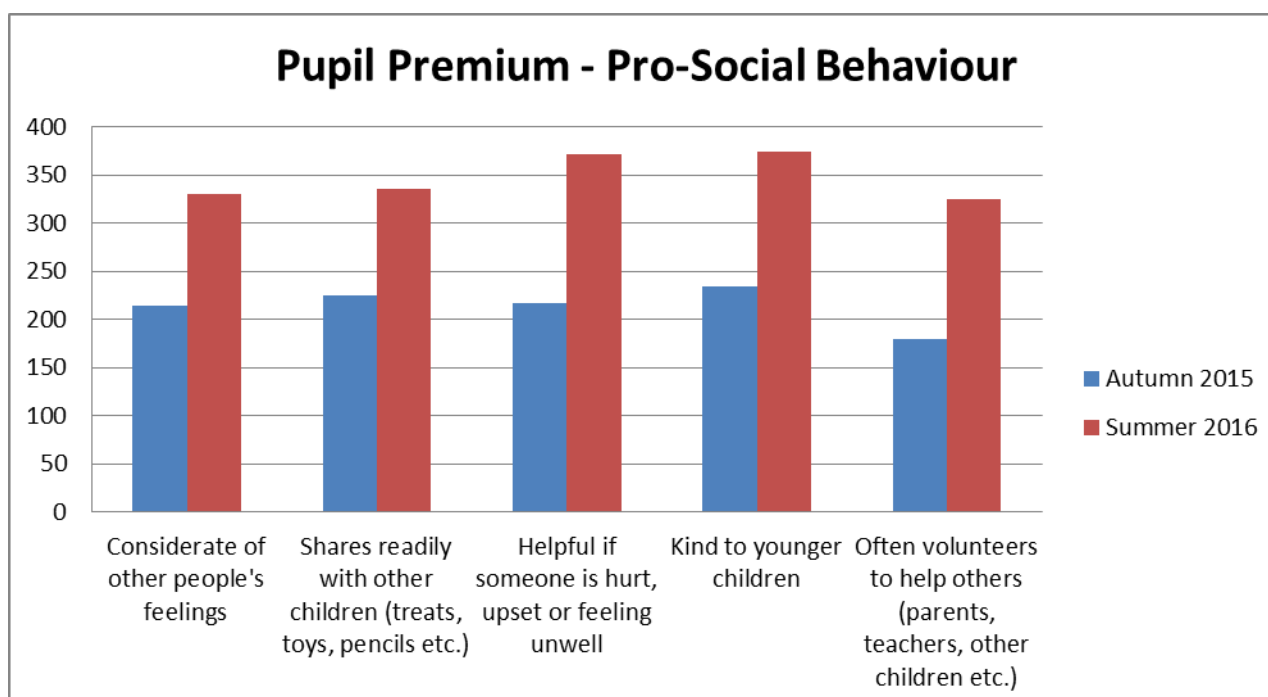
"I saw a young 8yr old girl for an assessment visit and she told me - She feels angrier about things but is using PATHS techniques that she has learnt in school to help her feel better."

Pupil Premium Pupils

Pupils who receive funding through Pupil Premium were also identified as a group. The results can be found in Appendix 2. Social and emotional competence for these pupils increased in the **certainly true** response for **all** statements, ranging from improvements of 20.6% to 36.3%.



Increases of 21.9 % to 30.4% were shown in the **certainly true** responses in statements relating to pro-social behaviour. (See Appendix 2).



Ofsted Inspection Comments: PATHS Schools

Ofsted inspectors commented on the importance of raising children's confidence and social and emotional competence and its impact on their learning. See Appendix 4.

"Pupils respond very positively to the responsibilities they are given in school. Individuals, when it is their turn to be the day's 'special pupil', perform all the tasks given with pride and to the best of their ability. Personal development is good. Pupils enjoy receiving accolades from other pupils, staff and their parents. Equally, they give thoughtful words of praise to others. This clearly raises their self-esteem."

Pupils are very used to sorting out issues or friendship situations through the effective use of the 'turtle' puppet lessons, where they are encouraged to share their views and opinions sensitively and easily. This forms part of the school's approach to promoting positive emotional well-being. Younger pupils spoke confidently about their personal, social and health education lessons, especially those that promote their thinking skills. As part of a daily routine, pupils participate in giving compliments to another pupil who has been chosen as the star for that day. As a result, pupils generally speak well of each other and work together with ease."

"A programme to develop pupils' social and emotional skills has led to a growth in their confidence and ability to understand and express their feelings. As a result, their attitudes to learning have improved."

Feedback from Head Teachers

The training provided to all the staff was excellent and has empowered the staff to feel highly skilled in supporting children's well-being. Because the training is also for all staff it means that PATHS has been embedded across the school.

The children independently consider their feelings and use their feelings cards throughout the day. We see examples constantly of children using the strategies they have been taught as well as seeing them advising other children about how to use strategies such as Turtle. For us the most crucial part of the work has been to allow the pupils to feel that they are in control of their own emotions and well-being and to see them using strategies to move themselves from an uncomfortable feeling to a comfortable one has been inspiring for all of us.

It has also had an impact on some of our vulnerable families who have been using the strategies at home and they have reported on the positive effects that having the cards at home had had on their child and the family as a whole.

*The work your team has done has changed our own view of our children's behaviour. We have such a positive view now because we are working **with** the children on improving things.*

It has been a real success; due to the programme, the PATHS In- House Coordinator and the way the staff have embraced it.

Challenges

There was agreement by staff that PATHS needs to be developed further in subsequent years. Staff felt that children were good at talking about the strategies but not so competent at putting them into practice.

“Doing Turtle is taking longer for them to apply without prompting.”

“Problem solving and maintaining relationships are on-going areas which require constant reinforcement.”

“Children need reminding about skills they have learnt within class.”

“Children talk about identifying and managing problems but find it hard to put into practice.”

“I believe there is still work to be done towards independent problem solving.”

Most staff recognised the value of a whole school approach and that children needed time to internalise PATHS strategies before they could use them independently while recognising the significant progress had been made in a short period.

Parents/carers were very supportive of PATHS but wanted to learn more so they could use strategies at home. Schools are encouraged to send the PATHS home activities regularly to parents/carers to encourage communication and understanding.

Many schools use the Café approach where adults learn alongside their children in a relaxed atmosphere. The PATHS team have provided ideas for PATHS Cafes as well as a comprehensive book list linked to PATHS feelings and concepts.

Summary

PATHS is recognised internationally as an effective mechanism for improving children’s social and emotional skills. The evidence shows demonstrable improvement in outcomes for Norfolk pupils participating in the PATHS programme over a relatively short period.

The Norfolk PATHS team work with schools providing training, coaching, resource development, monitoring and bespoke support. The schools in this report have worked hard to implement PATHS with fidelity however we recognise that in order for pupils to internalise these skills and realise the full impact of the programme that ongoing support is necessary. Less intensive support for schools will continue after the first year of delivery and opportunities to share good practice is encouraged through network meetings, newsletters and CDs of resources.

The PATHS team have started to develop resources and planning to support social and emotional learning in both pre-school and high schools.

Anna Sims and Alice Ndiaye PATHS Team September 2016
If you have questions please contact: anna.sims@norfolk.gov.uk

Thanks to Mark Alexander, Cressy McLaughlin and Louise Flynn for their support in collecting and processing data for this report.

Appendix 1: Pro-Social Behaviour and Social and Emotional Competence

Pro-Social Behaviour		Autumn 2015		Summer 2016		% Increase
Considerate of other people's feelings	Certainly True	933	48.3%	1325	68.7%	20.4%
Shares readily with other children (Treats, toys, pencils etc.)	Certainly True	982	50.9%	1416	73.4%	22.5%
Helpful if someone is hurt, upset or feeling unwell	Certainly True	943	48.9%	1440	74.6%	25.7%
Kind to younger children	Certainly True	1023	53.0%	1493	77.4%	24.4%
Often volunteers to help others (parents/teachers/other children)	Certainly True	791	41.0%	1246	64.6%	23.6%

Social and Emotional Competence		Autumn 2015		Summer 2016		% Increase
Recognises and labels feelings of others	Certainly True	746	38.7%	1383	71.7%	33.0%
Initiates interactions and joins in, in a positive manner	Certainly True	892	46.2%	1402	72.6%	26.4%
Expresses needs and feelings appropriately	Certainly True	902	46.7%	1361	70.5%	23.8%
Copes well with disappointment or frustration	Certainly True	833	43.2%	1252	64.9%	21.7%
Accepts when things don't go his or her way	Certainly True	894	46.3%	1304	67.6%	21.3%
Stops and calms down when excited or upset	Certainly True	946	49.0%	1363	70.6%	21.6%

Appendix 1: Hyperactivity, Conduct and Peer Relationships

Hyperactivity		Autumn 2015		Summer 2016		% Increase
Restless, overactive, cannot stay still for long	Not True	1169	60.6%	1408	73.0%	12.4%
Constantly fidgeting or squirming	Not true	1268	65.7%	1498	77.6%	11.9%
Easily distracted concentration wanders	Not True	892	46.2%	1110	57.5%	11.3%
Thinks things out before acting	Certainly True	743	38.5%	1166	60.4%	21.9%
Sees task through to the end, good attention span	Certainly True	780	40.4%	1116	57.8%	17.4%

Conduct		Autumn 2015		Summer 2016		% Increase
Generally obedient usually does what adults request	Certainly True	1223	63.4%	1559	80.8%	17.4%

Peer Relationships		Autumn 2015		Summer 2016		% Increase
Has at least one good friend	Certainly True	1268	65.7%	1620	83.9%	18.2%
Generally liked by other children	Certainly True	1204	62.4%	1536	79.6%	17.2%

Appendix 2 Pupil Premium: Pro-Social Behaviour and Social and Emotional Competence

Pro-Social Behaviour		Autumn 2015		Summer 2016		% Increase
Considerate of other people's feelings	Certainly True	214	42.3%	330	65.2%	22.9%
Shares readily with other children (Treats, toys, pencils etc.)	Certainly True	225	44.5%	336	66.4%	21.9%
Helpful if someone is hurt, upset or feeling unwell	Certainly True	217	42.9%	371	73.3%	30.4%
Kind to younger children	Certainly True	234	46.2%	374	73.9%	27.7%
Often volunteers to help others (parents/teachers/other children)	Certainly True	179	35.4%	325	64.2%	28.8%

Social and Emotional Competence		Autumn 2015		Summer 2016		% Increase
Recognises and labels feelings of others	Certainly True	176	34.8%	360	71.1%	36.3%
Initiates interactions and joins in, in a positive manner	Certainly True	193	38.1%	354	70.0%	31.9%
Expresses needs and feelings appropriately	Certainly True	193	38.1%	337	66.6%	28.5%
Copes well with disappointment or frustration	Certainly True	194	38.3%	301	59.5%	21.2%
Accepts when things don't go his or her way	Certainly True	207	40.9%	311	61.5%	20.6%
Stops and calms down when excited or upset	Certainly True	217	42.9%	331	65.4%	22.5%

Appendix 2 Pupil Premium: Hyperactivity, Conduct and Peer Relationships

Hyperactivity		Autumn 2015		Summer 2016		% Increase
Restless, overactive, cannot stay still for long	Not True	288	56.9%	345	68.2%	11.3%
Constantly fidgeting or squirming	Not true	311	61.5%	363	71.7%	10.2%
Easily distracted concentration wanders	Not True	215	42.5%	263	52.0%	9.5%
Thinks things out before acting	Certainly True	156	30.8%	280	55.3%	24.5%
Sees task through to the end, good attention span	Certainly True	167	33.0%	265	52.4%	19.4%

Conduct		Autumn 2015		Summer 2016		% Increase
Generally obedient usually does what adults request	Certainly True	278	54.9%	383	75.7%	20.8%

Peer Relationships		Autumn 2015		Summer 2016		% Increase
Has at least one good friend	Certainly True	310	61.3%	402	79.4%	18.1%
Generally liked by other children	Certainly True	281	55.5%	387	76.5%	21.0%

Appendix 3 Pupil Perception

		Autumn 2015		Summer 2016		% Increase
Keep calm when they disagree with someone	Certainly True	88/211	42%	103/181	57%	15%
Stop and calm down when excited or upset	Certainly True	125/239	52%	129/230	56%	4%
Cope well if things don't go their way	Certainly True	574/1244	46%	825/1360	61%	15%

Appendix 4: Ofsted Report Comments from PATHS Schools (September 2015 - July 2016)

Large Rural Infant South Norfolk - July 2015

"Pupils respond very positively to the responsibilities they are given in school. Individuals, when it is their turn to be the day's 'special pupil', perform all the tasks given with pride and to the best of their ability. Personal development is good. Pupils enjoy receiving accolades from other pupils, staff and their parents. Equally, they give thoughtful words of praise to others. This clearly raises their self-esteem."

Small Rural Primary East Norfolk - February 2016

"School leaders plan for the spiritual, moral, social and cultural development of pupils exceptionally well. The school's work to promote pupils' personal development and welfare is good.

Pupils are very used to sorting out issues or friendship situations through the effective use of the 'turtle' puppet lessons, where they are encouraged to share their views and opinions sensitively and easily. This forms part of the school's approach to promoting positive emotional well-being. Younger pupils spoke confidently about their personal, social and health education lessons, especially those that promote their thinking skills. As part of a daily routine, pupils participate in giving compliments to another pupil who has been chosen as the star for that day. As a result, pupils generally speak well of each other, and work together with ease."

Small Rural Primary North Norfolk - May 2016

"A programme to develop pupils' social and emotional skills has led to a growth in their confidence and ability to understand and express their feelings. As a result, their attitudes to learning have improved."

Small Rural Primary North Norfolk – April 2016

"The school's work to promote pupils' personal development and welfare is outstanding. There are clear strategies in place to support pupils. Pupils say that they feel safe in school because 'we are like one big family and are always there for each other'. Every pupil is given equal consideration and treated as an individual."