

DEVON EDUCATION FUND Final Report August 2021

The Devon Education Fund (DEF) was set up from the benefits received from the Joint Venture between Devon County Council and Babcock LDP. It aims to provide funding to schools, organisations and educational projects to benefit learners in Devon from 0-25 years of age. The DEF offers opportunities for innovation and ambitious projects, which aims to leave a legacy in the education sector for children and young people across the county for many years to come.

Project title	
Emotional Logic Project	Full title of the specific project
Description of the project	
<p>What is the rationale?</p> <p>The Emotional Logic Centre is a local, Devon based charity. We seek to equip people with practical life skills that help them turn the stress of unpleasant emotions into the adaptability they need to build stronger relationships and positive futures.</p> <p>This project seeks to equip teachers to become ‘Emotional Logic Facilitators’ (ELF’s) for their whole school communities including children, their extended families and school staff.</p> <p>Trauma and change can be extremely challenging. We know that children and their wider families often struggle while they contend with a wide range of emotional challenges in life. They need to be supported and equipped with a range of tools to identify, manage and deal with these challenges in everyday life.</p> <p>By doing so, they are able to journey through these situations, whilst remaining and thriving within the education system, managing their responses to challenging situations and still achieving their potential to secure a positive future.</p> <p>The initial outcome will be to train and equip 6 ELF’s who will disseminate their learned skills and training to their school community.</p> <p>As a direct result, 6 schools will be equipped with Emotional Logic training and resources that will support children to identify, communicate and manage difficult and uncomfortable emotions.</p>	<p>a) The aims of the project/the issue it will address</p>
<p>b) What has been achieved?</p> <p>Following on from the details in the progress report in December 2020, the six schools have been developing and implementing their bespoke plans; working with their wider staff team to provide a range of support and training in their unique settings. These plans have been developing at different paces with slightly different objectives in each school based on the needs of their pupils and the priorities identified by school leaders.</p>	<p>b) Work undertaken to achieve the aims of the project</p>

c) **Who has benefitted to date from the project?**

Overall numbers directly impacted by this project based on impact reports received from each school

Pupil numbers **4564**
Staff numbers **208**
Parent numbers **55**

Time period covered is between December 2020 and December 2021 including plans for this autumn term where information has been provided. In reality, the numbers impacted will be higher than this as we are still awaiting the report from one participating school.

The schools have also provided me with the following information that they are happy to share with you and have published with the following details.

Isca Academy, Exeter, led by Jasper Freestone

Emotional Logic has been used by the wellbeing team to support 64 targeted pupils.

3 members of staff have also received training and support by Jasper. One member of staff is signing up for more in depth training to qualify as an EL coach, funded by the school.

At least 15 further pupils have been identified for 1:1 support from September 2021.

Cranbrook Education Campus, Exeter, led by Russ Williams

Russ has used Emotional Logic with a number of pupils on a 1:1 basis and has plans to introduce EL to staff in the next academic year as part of INSET sessions.

Okehampton College, led by Davina Gunn-Hawkins

Davina has delivered basic introductory training to all teaching staff during staff meeting time.

'In our school EL has been delivered to all Y7-11 pupils (approx. 1300 pupils). I have worked with 5 individuals in an emotional logic coaching capacity.

We have run one Okehampton online parent training session for 40 parents and carers. We also invited all parents to a EL Centre run parent event later in the year.

From September 2021 we plan to reach another 1300 pupils through our curriculum, during PSHE lessons and with help from the EL Centre provide training to staff to enable them to deliver it effectively.

I plan to introduce EL to all of Year 7 – 10 through the PSHE curriculum this coming academic year too, with a delay this year being caused by pandemic induced disruption and a senior management restructure by our new MAT CEO.'

Hatherleigh Primary School, led by Michelle Arnold

c) Identify which individuals, schools(s), or organisations that have benefitted from your project. Where possible, please give an indication of the number of learners who have benefitted.

All teachers have received introductory training from members of the Emotional Logic team.

Michelle has focussed her EL support on her class of year six pupils and delivered EL to them throughout the year. Michelle reports that the children in year six are able to use EL to talk through problems which occur.

Great Torrington School, led by Simon Robiliard

All 60 teaching staff at the school have received training from Christiaan and Simon.

EL has been delivered to a group of 750 pupils over 12 weeks.

5 targeted pupils have received 1:1 support from Simon including support for some parents and carers.

190 new year 7 pupils will be target with EL in the autumn term 2021

Bluecoat CE Primary School, Great Torrington, led initially by Sonia Grant and then by Marie Dayment

All staff received basic introduction training from Christiaan supported by Sonia. Following this, Sonia has worked with a number of children in the spring term on a 1:1 basis. Sonia then unexpectedly left the school and the lead was passed to Marie. EL has now been integrated into the years 3 and 4 curriculum. Marie has plans to integrate EL into the whole school curriculum for PSHE from the autumn term. This means all 515 pupils and staff will be directly supported by Emotional Logic as a result of this project.

Alumnus MAT, led for part of the year by Sonia Grant.

This was an unexpected new school involvement in the program as Sonia left Bluecoat at Easter and has been using EL in this school over the summer term with a small group of pupils and staff. She has further plans for the autumn term in place, exploring possible links into their character development curriculum.

d) **What outcomes have been achieved to date?**

e)

d) Objectives for the project and how they have been achieved?

Jasper Freestone (staff lead) from ISCA says

Since taking part in my own EL training, I have been able to regulate myself quicker when I experience turbulence with my emotions. This has led to greater stability and calmness in my own life. I have explained the Stepping Stone cards and the basic principles to my own family which has led to a greater understanding of what emotions we feel and that every emotion has its own useful purpose.

For the 45 students that used the ELDP, all but 2 of those recorded an average percentage increase of at least 14% from the mark scheme.

Of the 19 students that used the WEMWBS, **all** reported an increase in their overall wellbeing.

For 5 of the students I worked closely on Emotional Logic with, they were averaging 2 visits to the behaviour room each week. After explaining the emotions and working on safe places with these

students, Emotional Logic helped all of these students reduce their visits to the behaviour room **by at least 50%**, for one student they managed a whole half-term without a visit to the behaviour room. This particular year 8 student said, "I never thought I'd manage a half-term without going there, by understanding why I'm feeling the way I do it has made me make positive choices and visit my safe places before it gets to the point where I get placed in Reset (behaviour room)"

For every student I worked on a 1:1 basis with, their first session always involved some form of target setting on the scale showing where they were currently with their target and where they'd like to be. **All 64 students made progress on their targets.** By target setting, I was able to alter what I delivered to each individual student which made the sessions more productive for each person.

Ultimately, we plan to continue using EL for targeted students and to build parent/staff/student transparency in this **so EL can be sustainable** in young peoples lives.

"I find the principles of Emotional Logic really straight-forward and a good way to think about our emotions, by doing this, I can talk more effectively and clearer about the way I'm feeling which has made me voice my opinions more". ISCA staff member.

Simon Robilliard (staff lead) from GTS says

'Students who have had 1:1 sessions with me have told their friends about it and friends are interested in sessions as well. One student is very keen to work with other students to support them in the use of emotional logic.

'I can see the difference in the pupils that I have been working with after only a few sessions.'

Davina Gunn-Hawking (staff lead) from Okehampton College says

One parent of a child in Y6 who did two sessions around transition said, "It was really good to see how she was able to open up about what she was worried about and being able to think of one thing she could change made her feel like she was in control of how she felt about the situation."

Another parent said, "My daughter wasn't able to sleep, but using the cards she was able to think about and write down what was causing all of these mixed emotions, which allowed her to rationalise and make sense of them, thank you – Emotional Logic has really made a difference".

I plan to survey the students in PSHE lessons before delivering the materials to them next term.

In addition, I have managed to reduce the stress levels in my personal life by applying the principles of EL to myself and my family, in particular working with a member of my family who found it hugely beneficial to use the cards to explain how she was feeling when it was 'swirling around inside'.

EL is already working really well, particularly in our learning support department 'Pathways' whereby students have regular EL coaching

sessions with our other qualified staff member. I plan to continue coaching students at school with what capacity I have built into the timetable next year, once I have completed my training. I have also found it help in my role of mental health first aid, using the cards especially has helped to open up conversations with students in crisis.

I will continue to coach people and share the training I have had with all pupils, year on year as part of the PSHE curriculum, addressing parts of the 'Health and Wellbeing' strand of the statutory guidance.

Marie Dayment (staff lead) from Bluecoat CE Primary says

'Emotional Logic is a really valuable tool to build resilience in children as well as staff'

Russ Williams (staff lead) from Cranbrook Education Campus says

'One particular pupil that I worked with had his level of fixed term exclusions fall drastically, and his time spent in class participating in active learning increase. He has now gone into his next year and is settled well.'

Student Voice and Leadership

Pupil quotes from GTS.

'I will definitely use emotional logic in the future because I have learnt not to give up and to ask for help when I need it'

'I know how to bargain now and how to get through the cycle to accepting some things'

'I would like to do it after the holidays because it can help me talk about my emotions and how to solve them and sort them out'

Pupil quotes from ISCA

"I never thought I'd manage a half-term without going there (Reset – the behaviour room). By understanding why I'm feeling the way I do it has made me make positive choices and visit my safe places before it gets to the point where I get placed in Reset." Year 8 Student

"I didn't realise how much stress I had built up that meant I struggled moving forward in life. Using Emotional Logic, had made me understand that it is OK to not feel OK at times and that we need to find what the useful purpose of each emotion is." Year 9 Student.

Pupil quotes from Okehampton College

One staff member, speaking about a pupil, said, "I can't believe he was able to open up about *, this really works with building relationships and getting them to articulate what they are going through."

A pupil reported "It's really helpful being able to get what I'm thinking out of my head which helps me make sense of it."

Another pupil said, "Having the sessions and learning about it really improved my confidence with talking to my family about things".

e) Identify progress for opportunities that young people have had to lead and/or make choices about your project

f) **How have you monitored and evaluated the achievement of the**

f) Methods for monitoring the

<p>objectives?</p> <p>Through regular online meetings (group and individual) and email/phone contact with each school lead. Through supporting each school with the production of a bespoke development plan. By visiting four of the schools in person to jointly lead staff development training and advise on pupil and parent support. By training the lead person in the use of before/after data gathering and ways to measure impact statistically.</p>	<p>project and the reporting method to the Awards Panel</p>
<p>g) What is the current status of your project:</p> <p>Completed</p>	<p>g) The dates you expect your project to begin and be finished</p>
<p>Financial Questions</p>	
<p>i) Have you utilised all allocated funding?</p> <p>Yes.</p>	<p>a) Spend to date</p>
<p>Sustainability:</p> <p>j) Do you consider this project will be sustainable in the future now that the project is underway?</p> <p>Yes As detailed above, the schools plan to continue to provide EL on either a 1:1 basis to targeted children, to all children via the PSHE curriculum or both. Even though the project has been completed I am available for email and telephone support with planning and distance supervision as required over the next school year.</p>	<p>Information on how you intend to fund and/or maintain your project in the future</p>
<p>Summary of project to date</p>	
<p>Despite unprecedented COVID19 challenges, changes in school staffing and the personal circumstances of some of those enrolled on the training, the project has been very successful.</p> <ul style="list-style-type: none"> • Schools have engaged enthusiastically • Over four and a half thousand pupils and parents have been supported • Over two hundred members of staff have received introductory training via their school lead and the EL team • Many members of staff report their emotional wellbeing has improved since learning EL • Schools report an overwhelmingly positive impact on pupils' wellbeing shown through the data, pupil, staff and parent comments. • EL is now used regularly in all of the schools who have engaged • The use of EL is now sustainable in all these schools once key members of staff have completed their final tasks to gain the qualification 	