SWERL Review Day

Dr Amelia Roberts

Deputy Director, UCL Centre for Inclusive Education

amelia.roberts@ucl.ac.uk

@senjit_ioe

Facilitators:

- Clare Dorothy
- Claire Darwin

The evidence-base for SWERL

- Full literature review on school-based approaches to Social, Emotional and Mental Health (Carroll and Hurry 2018)
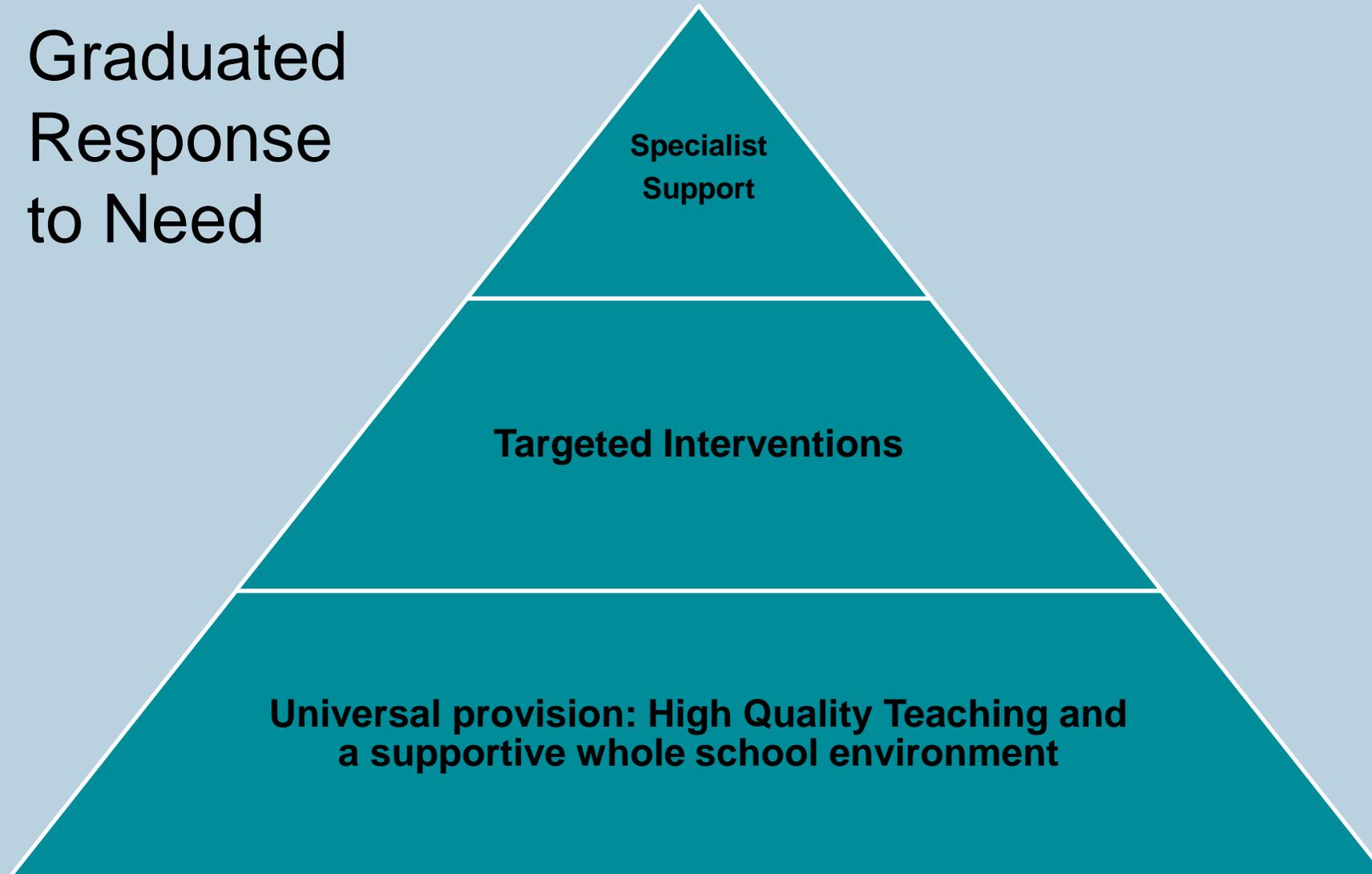- Supporting bodies of knowledge:

https://www.teachers.org.uk/node/12550

NUT survey on teachers' mental health and work related stress

- Relevant DfE documents, such as Mental Health and Behaviour in schools

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

- SEND Code of Practice (2015)

Graduated Response to Need

Specialist Support

Targeted Interventions

Universal provision: High Quality Teaching and a supportive whole school environment

Universal Provision

The evidence-base highlights a fundamental element of provision that is common to all categories of SEMH: the attributes, qualities and skills of effective teachers who work within this particular field. Cooper and Jacobs (2011), in an international review of studies relating to best practice, emphasise the importance and value of humanistic and non-coercive approaches by teaching staff. Later research has supported this proposition. Trusting and respectful relationships between staff and pupils have also been shown to reduce sanctions in a manner that is statistically significant (Mowat, 2010). Underpinning all of the successful programmes is a positive approach to children and young people who experience SEMH.

The SWERL domains

- Supported and informed staff
- Graduated Response to Need: role of the teacher
- Enabling Environment
- Whole School Planning and Design
- Building relationships
- Robust communication systems
- Planned Transitions

How should schools evaluate themselves in each domain?

Schools are increasingly adept at using data. Some data will be clear indicators of causes for concern within one or more domain. *Quantitative data* (number based information) that schools have ready access to include:

* Attainment information for different groups of pupils

* Internal and external exclusion data

* Rate of staff turnover

* Attendance data overall

* Attendance data for different groups of pupils

* Numbers of reported incidents, such as bullying or complaints to governors or grievance procedures

Qualitative data (literally means 'what sort of' data) is used to understand information in a more nuanced or textured way. For example, examining one of the 'reported incidents' above might provide important information about whether there was an issue involving communication or whether a certain procedure had not been followed or if a policy required updating.

Examples of qualitative data might include:

* Examining critical incidents

* Completing a staff questionnaire on wellbeing or knowledge in an identified area

* Including opportunities to obtain pupil voice in readmission meetings to find out areas of support that the pupil identifies

* Examining Student Council reports

* Interviewing a focus group of parents or representatives from the PTA

* Observations of pupil engagement in lessons

*Analysing frequent staff room conversations. For example recurring comments such as 'Oh no, I'm teaching Year 5' may mean that teachers have run out of ideas for particular children or groups of children and that more support may be needed.

Kotter's 8 Step Change Model (Kotter 2012)

	Step
1	Create urgency
2	Form a powerful coalition
3	Create a vision for change
4	Communicate the vision
5	Remove obstacles
6	Create short term wins
7	Build on change
8	Embed the change into the school structure

Role of the SWERL Facilitator

- Support in the creation, implementation and monitoring of the action plan

- Act as an ongoing resource for participants on any issues and questions

- Support with the evaluation and research element of the project in schools

- Writing up the final project for a case study and publication

SWERL Timetable

Month	Links with UCL IOE	Focus
1st March	Day 1	Meet facilitators First look at audit
	Facilitator Visit 1	In school collaborative completion of audit Completion of Summary of Audit Results and Action Plan Completion of action plan Agree data collection methods Consider Kotter: Steps 1 and 2
	Telephone/online support from facilitator	Monitoring of action plan Consider Kotter Step 3
	Telephone/online support from facilitator	Monitoring of action plan Consider Kotter Step 4

22nd May	Facilitator meeting School Network Day	Evaluation of action plan to date Address Kotter Step 5
13th November	SWERL Day 2	Reflection and review of SWERL activities and programme Presentation of school's journey to colleagues Celebrate Kotter Step 6 Publication of Case Studies

SWERL Review Day

- Celebration of schools' journey so far
- Inspiring explorations of pupil voice
- Big focus on nature e.g therapy dogs, Forest School
- Understanding the impact of movement around school
- Importance of working with parents was highlighted
- Expansion of existing initiatives such as Thrive and SWIM to widen whole school approaches to SEMH
- Role of teacher support and teacher training emphasised