

A **Routledge** FreeBook

nasen
Helping Everyone Achieve

SPOTLIGHT ON
**SOCIAL AND
EMOTIONAL
WELLBEING
IN SCHOOL**



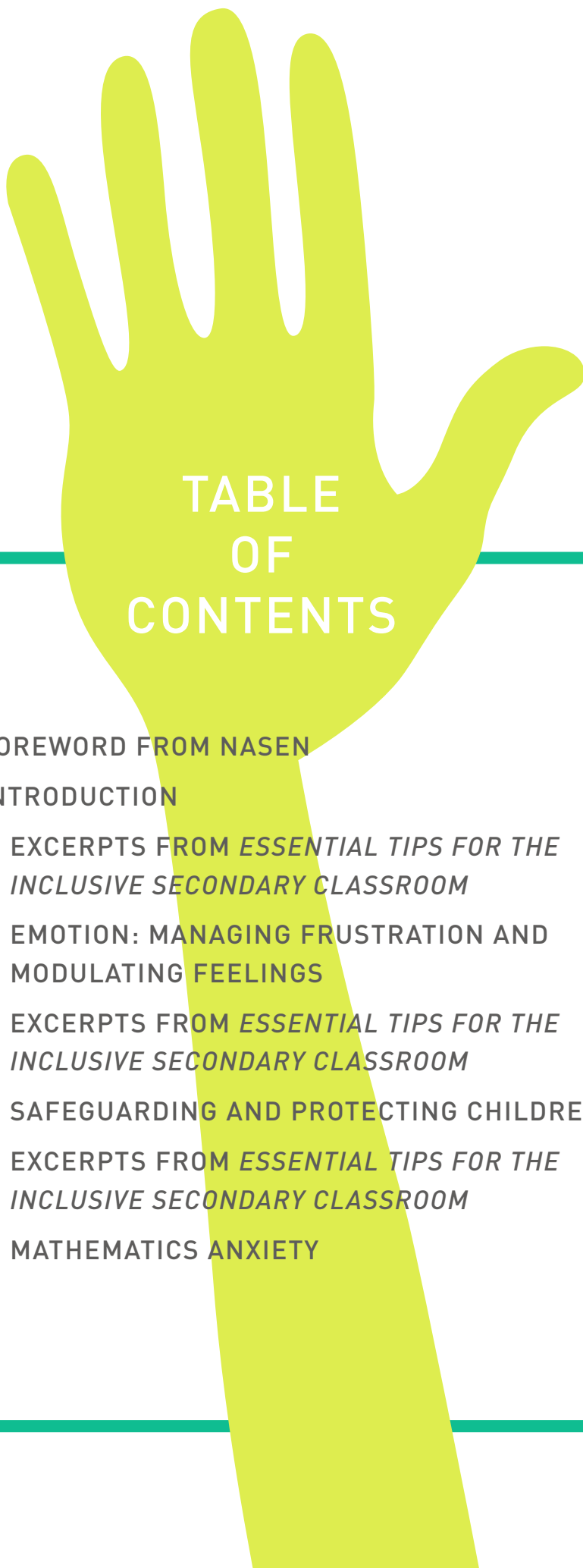


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FOREWORD

FROM NASEN

I spend a lot of time travelling around the UK sharing the good work of nasen and everywhere I go the word 'wellbeing' seems to crop up. As a society, I believe we have known about the importance of social and emotional wellbeing for some time, but we are only now beginning to understand how to build it in to our daily lives. We know that high quality teaching and learning is easier to achieve when teachers feel supported and when students are ready to learn, but equally we know that there are wellbeing challenges in almost every classroom around the world.

Over the past 20 years, there has been a significant focus on how to ensure our physical wellbeing. If it's not about eating our '5-a-day' of fruit and vegetables, then it's the latest research about the links between obesity and type 2 diabetes or the so-called 'sugar-tax'. There is a lot of advice about how to eat healthily and the importance of exercise. However, there is an increasing acknowledgement that social and emotional wellbeing is at least as important as physical wellbeing and indeed the two are not mutually exclusive. Whether it be mindfulness, mental health first aid, exercise or even a sensible work-life balance, we need to understand more about our own social and emotional wellbeing and that of those around us.

Pulling together this collection of chapters in the form of a free e-book demonstrates the collective commitment of nasen and Routledge to support wellbeing. Together, these chapters provide a good insight into broad nature of wellbeing and I would actively encourage you to share them widely on social media and across your own local networks. This is not just about the wellbeing of children and young people, it is about everybody.

Ethical leadership should have wellbeing as a key element. If you are a school leader, please reflect on whether you have a sufficient focus on the social and emotional wellbeing of your staff, your learners and yourself. It's never too late to make a positive change and you may well find the inspiration you need amongst the pages of this excellent e-book.

Adam Boddison

CEO, nasen



FOREWORD

FROM NASEN

ABOUT NASEN

nasen can help you in identifying and meeting the needs of your children and young people with SEND, enabling them to really discover their potential.

By becoming a nasen member, you can gain access to e-learning, resources, publications, newsletters and lots more.

Find out more at www.nasen.org.uk/why-join

nasen (National Association of Special Educational Needs) have been supporting thousands of practitioners for 25 years, by providing relevant knowledge, training and resources to enable staff to meet all pupils' needs. Working with dedicated education professionals, nasen aims to ensure that practice for special and additional needs is effective and current.



INTRODUCTION

HOW TO USE THIS FREEBOOK

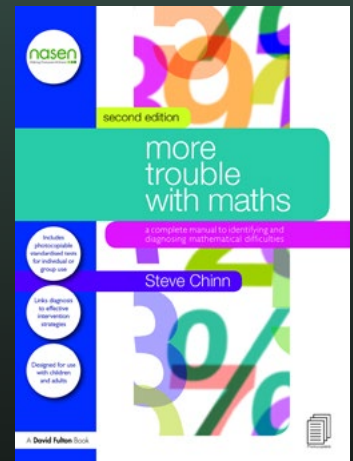
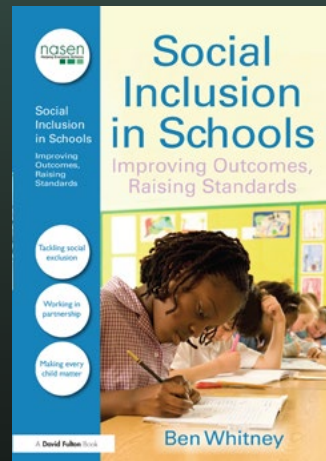
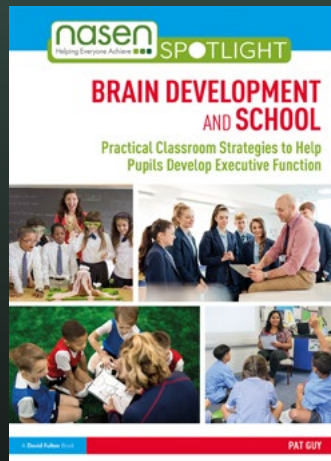
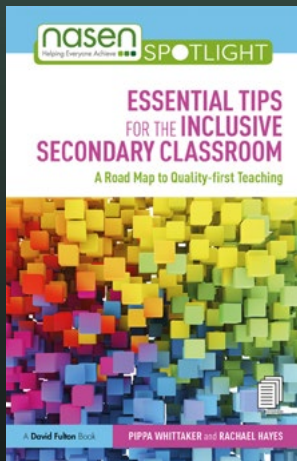
Spotlight on Social and Emotional Wellbeing in School has been written to help teachers, teaching assistants, special educational needs coordinators, and other educational professionals better support children with their social and emotional wellbeing in schools.

In this FreeBook, you will find practical tips and strategies on how to meet the mental health needs of children and young people. We hope that it will help you develop a better understanding of social and emotional wellbeing in schools, as well as providing a professional development tool which will encourage outstanding practice at all levels.

As you read through this FreeBook, you will notice that some excerpts reference other chapters, please note that these are references to the original text and not the FreeBook. And remember that if you are in search of more in-depth coverage of any of these topics, all of the titles featured are available in full from our website.

NASEN SPOTLIGHT

EXPERT ADVICE AND
SUPPORT FOR SEND



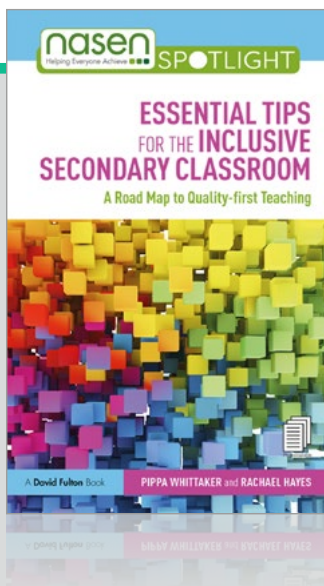
The nasen spotlight series provides practical guidance and tried-and-tested resources for all schools and professionals involved in supporting Special Educational Needs.

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CHAPTER

1

EXCERPTS FROM *ESSENTIAL TIPS FOR THE INCLUSIVE SECONDARY CLASSROOM*



This chapter is excerpted from
Essential Tips for the Inclusive Secondary Classroom
by Pippa Whittaker and Rachael Hayes.

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EXCERPTS FROM ESSENTIAL TIPS FOR THE INCLUSIVE SECONDARY CLASSROOM

Pippa Whittaker and Rachael Hayes

Excerpted from *Essential Tips for the Inclusive Secondary Classroom*

DATE SHARED

Research shows that a good mental health and wellbeing is crucial if we are to flourish and be resilient to life's setbacks. Yet nationally, 1 in 10 children aged 5–16 are found to have a diagnosable mental health disorder – that is an average of three learners in every class. If you have concerns about a learner's mental health or wellbeing, it is vital that you raise this with the appropriate pastoral staff at the earliest opportunity so that the right support can be put in place.

If you feel that a learner is at risk of harm due to their state of mental health, or if you become aware that harm has already happened, then you should raise this as an urgent safeguarding concern as soon as is possible.



EXCERPTS FROM ESSENTIAL TIPS FOR THE INCLUSIVE SECONDARY CLASSROOM

Pippa Whittaker and Rachael Hayes

Excerpted from *Essential Tips for the Inclusive Secondary Classroom*

DATE SHARED

The most common mental health difficulties you are likely to encounter in your classroom are depression and anxiety, which affects nearly 8% of the population at any one time.

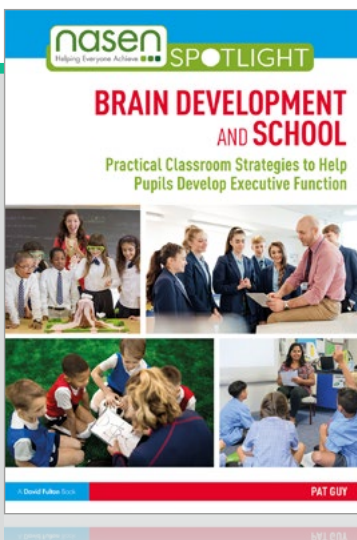
Learners with these conditions will need additional support and understanding if their condition is to stabilise and improve. Furthermore, many formally diagnosed mental health difficulties are classed as disabilities, and therefore schools are required by law to make 'reasonable adjustments' for these conditions under the Equality Act. Examples of reasonable adjustments might include: being allowed to do 'speaking and listening' assessments with the teacher or a small group, rather than in front of the class; being allowed access to a smaller room for exams, if the exam hall situation provokes anxiety; being treated with sensitivity rather than with a punitive approach, if homework is a particular source of anxiety.



CHAPTER

2

EMOTION: MANAGING FRUSTRATION AND MODULATING FEELINGS



This chapter is excerpted from
Brain Development and School
by Pat Guy.

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EMOTION: MANAGING FRUSTRATION AND MODULATING FEELINGS

Pat Guy

Excerpted from *Brain Development and School*

- Cool and hot skills.
- Modulating feelings and managing frustration.
- Behavioural issues.
- Support strategies for pupils with emotional regulation problems.
- Social skills.
- Emotions: self-help strategies.

This aspect relates to pupils' emotions, managing frustration and modulating their feelings.

COOL AND HOT SKILLS

The Behaviour Rating Inventory and Executive Function (BRIEF) divides executive functions into 'cool' and 'hot' skills. These two sets of skills need to work in harmony if an individual is to develop successful emotional regulation.

'Cool' skills are predominantly cognitive in nature: working memory, concentration, attention, planning and organisational ability. 'Hot' skills are the emotional aspects of an individual's functioning: self-control, impulse control and inflexibility of thought. Hot skills are automatic and rapid, led by feelings, and will involve bias and low-quality decision making. This makes it important to teach pupils about emotions existing as thoughts and feelings, rather than as facts to help them to control their 'hot' executive functioning.

When a pupil experiences high levels of stress regularly in their life, it will be more likely that their emotional response will override any considered, logical response and a 'hot' reaction will become the individual's default mode. Research carried out by the Karolinska Institute in Sweden in 2017 found that, when individuals continually experience high levels of stress, their brains adapt in order to cope. This adaptation will help the individual to deal with stress, but reduce their ability to think logically, calmly and creatively. The adjustment is a short-term solution and will not benefit the individual in the long term. '[Research] shows how our brains are adapting to these stresses by changing their circuitry so they function better in stressful scenarios, but this is not optimal for longevity or good health' (Mithu Storoni quoted in Carlyle, 2017).

The close links between hot and cool skills are of fundamental importance for pupils and schools. 'An ostensibly cool task like learning arithmetic in school can easily



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become hot when fear of failure and performance anxiety activate the hot system and weaken the cool system, escalating stress and undermining learning' (Mischel, 2015).

If a pupil finds it difficult to accept feedback because they are blinded by their emotions, they are unlikely to take advice on board: 'I've always been hopeless at Maths anyway,' 'She's always hated me, ever since Year 5,' 'I can't stand his smug look, blah, blah, blah. Well, whatever.'

The teacher plays a vital role in reducing levels of stress in the classroom to ensure maximum learning is taking place. When pupils experience negative emotions in school – embarrassment, anger, fear, anxiety or stress – their ability to learn will be compromised. Anxious pupils are not ready to learn, but are anticipating the next situation in which they will be embarrassed or made to feel inadequate, the next slip or error that will be picked up or the next sanction they will be given. Positive reinforcement relating to what the pupil is doing right will have a better effect on pupil behaviour than negative feedback that focuses on what is going wrong. When schools are able to offer pupils with executive function disorder or delay sympathy, encouragement and practical advice about how to make progress, the outcome for all pupils will improve.

MODULATING FEELINGS AND MANAGING FRUSTRATION

When children reach three or four years of age, they will understand the kind of behaviour that is expected of them, but will not be able to apply self-control in every situation. They may be kind to younger siblings when happy and relaxed, but not if they are tired or irritable. They may know that they should share their toys, but are not able to do so if they are playing with a favourite toy themselves. They know not to bite another child, but may do so if overcome with frustration. As children get older, the majority will learn to inhibit these impulsive, emotional responses.

Support for pupils with problems of emotional regulation will need to be multi-faceted. Staff should be aware of the impact that a lack of emotional regulation will have on the child's performance in the classroom and have techniques they can use to support the pupil. The pupils will need to be encouraged to develop and practise self-help strategies. A degree of stress in everyday life is unavoidable and every individual is certain to find themselves occasionally in challenging situations through illness, bereavement, unemployment or family breakdown, in addition to minor, everyday disappointments and upsets. By teaching children how to deal with stress sensibly, we increase their chances of enjoying good mental health in the future.



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Schools need to teach in emotionally inclusive ways and look at the reasons behind children's behaviour. Pupils who have problems with emotional regulation will behave like far younger children. An eight-year-old pupil might be the same height and physical maturity as her peers, but have the emotional regulation of a three-year-old. When behavioural problems are thought of as immaturities, they should be easier for the adult to deal with.

When an individual feels under stress, their brains respond by releasing the chemical cortisol. This is known as the fight or flight response: the individual prepares either to face the danger and fight, or to turn and run, flight. When cortisol is released into the bloodstream, the individual's body is provided with extra energy over a short period of time. However, if stress hormones are released into the body regularly over a period of hours, days, weeks and even months, the hormones begin to have a negative effect on the brain. High levels of cortisol released over extended periods of time will increase impulsive and emotional behaviour. When the brain feels it is under constant threat, it loses the ability to interpret subtle social clues, will over-react in challenging situations, cling to established behaviour patterns and lose the ability to store or access information, making higher-order thinking impossible. The opposite is also true, and when children are happy and content, release of the hormone oxytocin will be increased. Oxytocin hormone levels are associated with relaxation, willingness to trust others and general psychological stability.

Many pupils will display poor behaviour as a result of anxiety and fear. If adults with a fear of heights, snakes or public speaking were forced to scale a cliff, handle a snake or give a talk to a large group of unresponsive adults, displays of oppositional behaviour would be understood. The adult could verbalise their fears and everyone would understand and sympathise. Pupils may not be able to express their anxiety verbally and so use the language of behaviour. A child with an immaturity in executive function might feel terrified when asked to read aloud in class, perform in front of their peers in Drama lessons or eat their lunch in a crowded and noisy environment, but be unable to explain how they feel and so respond in an inappropriate way: running from the room, lashing out or being rude to the adult in charge; their fear of the event being greater than their fear of any punishment or sanction.

KEY POINT

It will be more productive to focus on *why* the child is behaving in a certain way, rather than on *what* they are doing.



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It is important that the physical impact of anxiety is discussed with children and the flight or fight response explained, so they are aware of why they might feel the way they do. Pupil perception and understanding of emotions are essential aspects of self-regulation. Children need to identify their emotions and understand that they can feel physical responses to anxiety. These responses might include: shaking hands, a difficulty with concentration, a beating heart and general feelings of sickness, light headiness or dizziness. If the child is having a Maths exam and feeling nervous, but they know that shivering and feeling faint are normal reactions to anxiety, they are more likely to be able to think of ways to calm themselves: sharing their worries with a friend, thinking of something appealing they'll do after the test, reminding themselves that they have understood the Maths work covered recently or telling themselves they can only do their best.

For pupils who regularly experience stress at home, schools can provide a compensatory experience. As executive function develops throughout childhood and early adulthood, schools are perfectly placed to provide pupils with additional, alternative opportunities for neurological development. 'Executive functions and the ability to handle stress and manage strong emotions can be improved, sometimes dramatically, well into adolescence and even adulthood' (Tough, 2013).

BEHAVIOURAL ISSUES

When we focus on a pupil's behaviour, we are looking at the outcome of, rather than a reason for, the child's actions. Children will misbehave for a variety of reasons, perhaps in preference to admitting they don't understand what they have to do or for fear of appearing foolish in front of their peers. For the pupil with executive functioning weaknesses, there will be links between their behaviour and their comparative immaturity. When inappropriate behaviour is due to developmental delay, the usual forms of correction would be neither appropriate nor effective.

KEY POINT

When inappropriate behaviour is unintentional, sanctions will have no effect.

When poor behaviour is monitored, triggers for the behaviour may become apparent. A problem solving approach will be a more appropriate response to undesirable behaviour than sanctions and punishments. Instead of the adult supervising the child



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while they miss playtime, do extra work, write out lines or letters of apology, it would be more fruitful to discuss with the pupil alternative ways to handle those situations which they find difficult.

A PROBLEM SOLVING APPROACH SEQUENCE

- Decide what the problem is.
- Choose four or five possible different solutions to the problem. Include a few ridiculous scenarios for fun.
- Note down pluses and minuses of each solution.
- Choose the solution that the pupil thinks best.
- Plan the steps necessary to access the solution.
- Try out the new solution and review its success.

Teachers should try to demonstrate consistent and predictable behaviour themselves and model desirable values such as respect, kindness and acceptance, being patient, polite and courteous towards the pupil and expressing surprise if the child does not treat the adult in the same way.

Many pupils experience increased difficulty when they move from primary into secondary school and are taught by a number of different teachers, who all have different expectations of behaviour. A few straightforward rules that are understood and followed by all staff and incorporated into consistent routines will provide the stability that is necessary for pupils with emotional regulation difficulties. Homework is always collected during morning register by the homework monitor. Queue jumping is not allowed in the school canteen. Laptops are always returned by the user to the cupboard at the end of a lesson.

If everything the pupil does is judged to be poor behaviour, the child can get trapped into a cycle of negativity that is hard to break. The adult should aim for a cooperative rather than confrontational relationship, as threats and ultimatums will only serve to increase pupil anxiety and increase the likelihood of non-cooperation.

TRY TO TURN NEGATIVE BELIEFS ABOUT THE PUPIL INTO POSITIVE ONES

- Always out of seat = energetic and lively.
- Disorganised = flexible and prepared to try different methods.
- Impulsive = willing to take risks.



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- Seldom plans or structures work = high tolerance of ambiguity.
- Deviates from the class activity = independent and individual.
- Lacking in social skills = does not tolerate fools.
- Loses equipment and possessions = is not materialistic.
- Talking out of turn = eager and ready to contribute.
- Distractible = alert to everything happening in the classroom.

In *Attention Deficit Disorder: A Different Perspective*, Thom Hartmann (1999) describes two distinct groups within society: hunters and farmers. Modern society is based around the needs of the farmers. Individuals who have problems maintaining focus and attention are the hunters, whom Hartmann describes as:

constantly scanning their environment, looking for food and for threats: that's distractibility. They'd have to make instant decisions and act on them without a second's thought when they're chasing or being chased through the forest or jungle, which is impulsivity.

Education can be a difficult experience for those children who do not have the required skills of a good memory, neat handwriting, compliant behaviour, careful presentation, effective listening and a general ability to play the 'school game'. However, these individuals bring different strengths and talents to the work place and it is important that their school experience does not persuade them that their skills are not valued and that they cannot contribute positively to society.

KEY POINT

A healthy, successful society requires a range of personalities: daydreamers, the over energetic, those who question rules, non-conformists, the daring and adventurous.

DEALING WITH BEHAVIOUR ISSUES IN THE CLASSROOM

It is important to try to see patterns in poor behaviour and get to the root of the problem. Does the inappropriate behaviour, inattention and rudeness relate to specific contexts, subjects, times of the day, sets, groups or teachers? Does the behaviour happen during the same part of the lesson, for example, when the pupil is



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Excerpted from Brain Development and School

required to commit ideas to paper or to work with others? Does the problem occur at the same time of day, perhaps when the pupil might be tired or hungry? Does the pupil understand the language that the teacher is using? Is the pace of the lesson too fast? All adults could identify situations where they would feel bored, threatened, irritable or ready to create a diversion, but also other situations when they would be totally absorbed and focused.

Discuss the inappropriate behaviour with the child, and listen to what they say. Point out how you feel about their behaviour. 'If you keep talking, I can't tell you about the different exam papers and then I'll feel I've let you down.' The pupil may not know how to describe their emotional state, or be confident that anyone will be interested or listen to them. Helping the pupil to identify what activities present their biggest challenges will be the first step towards dealing with the problem.

Could potential stress be reduced by differentiation? Could the situations be tweaked in some small way in order for the child to avoid the trigger for the inappropriate behaviour – for example, could a timed spelling or times table test be untimed and the child allowed to complete the test at their own pace? If they have to do a presentation as part of the syllabus, could they do it in front of a few supportive friends who could participate as aides, perhaps holding up any diagrams or pictures, or being in charge of the PowerPoints? Teach the children how adults reduce the stress of public speaking by including video or YouTube clips in their talk, building in audience participation and group work (audience quizzes, discussion groups, role plays) or producing comprehensive handouts.

Fear and anxiety will escalate pupils' feelings of stress and if they have few coping strategies to draw on, their emotions may inhibit their learning. They can feel exhausted by their efforts to conform to expectations and be demoralised when others appear to do this automatically.

Pupils may have their own coping mechanisms that the teacher does not recognise. For example, the pupil may try to block out distractions by putting their head on the desk, fidgeting with a pen or doodling on scrap paper, but the adult tells the child to sit up, stop fidgeting and pay attention, without realising that the pupil is following a strategy they have devised specifically to help them to concentrate.

Be alert to avoidance strategies as a sign of insecurity and unhappiness. The child that regularly asks to go to the toilet, sharpen pencils or get a drink may be uncertain of what they are meant to be doing, but be told off for distracting others or



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Excerpted from *Brain Development and School*

for being lazy rather than given help. Teaching staff should ensure any solutions to inappropriate behaviour help the pupil rather than make life easier in the classroom: the pupil needs to be part of the solution, rather than having the solution applied to them. Provide practical suggestions as to how the pupils can help themselves to change, referring to what you want the pupil *to do*, rather than what you don't want them to do. Work with the pupil to target a specific behaviour for the week. 'I will put up my hand when I want to ask or answer a question.' 'I will arrive promptly to lessons.' 'I will bring my calculator to every Maths lesson.'

Distract a child from disruptive behaviour by asking them to help solve a problem or do a specific task. If the pupil is sent to stand outside the classroom, they will miss out on the learning activity, get further behind and feel more out of control.

If trouble seems to be brewing, move in on the situation and stand near the perpetrators or send a participating key character on an errand.

The adult needs to be consistent and predictable in their own behaviour: reassuring and calming rather than confusing and threatening. Remain calm and pupils will take their lead from you; keep your voice controlled with your body language relaxed. Do not force the child into a corner as this may make the situation worse if the child is anxious not to lose face in front of their peers. Always provide an escape route for them and use humour to diffuse situations.

Take an interest in the child: it is harder to misbehave when you feel the member of staff cares about and is interested in you. Acknowledge the pupil if you see them in the corridor, playground, assembly or dining hall. Work to build a positive relationship with the child:

- 'I noticed you scored a fabulous goal in the hockey match on Saturday, Reuben. Well done.'
- 'Your Mum said you went to see your Grandad in hospital on Sunday. How's he getting along?'
- 'Mr Parrish was singing your praises at break, Jamie. He is really impressed with your Art project.'
- 'Toby from 3G was telling me how you are helping him with his Maths. He said how much he appreciates you taking the time to work with him.'

Recognise and reward pupils' attempts to control poor behaviour. Students who attended class all week, completed all assignments and complied with classroom



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rules can vote on Friday's lesson content: working in the IT room, class discussion, watching a video, research in the library, acting out a scene from a play or history, revision game or starting a homework task.

Instead of a pupil doing extra academic work in detention, organise physical activity to try to develop those areas of the brain that are getting them into trouble in the first place. 'School children who ran around for 15 to 45 minutes before class reduced their hyperactive behaviour by 50 percent when they came back to class, and these effects lasted up to four hours after the exercise' (Alloway, 2011).

Try not over-react; a lot of silliness can be ignored. Choose your battles and disregard the insignificant. Do not bear grudges; assume every new day is a fresh start.

Classroom
strategies

SUPPORT STRATEGIES FOR PUPILS WITH EMOTIONAL REGULATION PROBLEMS

POSITIVE ADULT-PUPIL RELATIONSHIPS

Children's levels of self-confidence and self-efficacy develop gradually in response to everyday social interaction and their relationship with the significant others in their lives. If pupils' executive functioning is to be developed within schools, children need to see their school as a place where adults care and are interested in them. If teachers are struggling to find any redeeming features in a child, they should simply pretend to like the pupil. Give pupils praise when it is due and always use their name. 'Mrs Nelson said you were a star yesterday with the Year 7 children, Ruby. Thank you so much for helping out.'

Recognise any progress the children are making: 'You're doing much better with this, Theo. I can see you're making a big effort. Believe me, it will be worth it in the end.'

An individual's brain chemistry will alter in line with their self-esteem. When pupils are given positions of responsibility within the school (librarians, school council members, form captains, games captains, monitors and mentors), they will see themselves as being reliable and trustworthy. When pupils experience success, they will be more likely to relate positively to school.

Model the appropriate and desired behaviour. When adults show pupils how they go about solving problems and working around difficult situations in a calm and rational way, pupils will have strategies to emulate in the future. Demonstrate how to replace the 'fight or flight' response with 'pause and plan': slow down, count to ten, take a



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deep breath and move from an emotional to a rational reaction. Train pupils to think before acting: it is important to encourage the child not to panic, to remain calm and consider options, rather than jumping straight into a conflict. Mindfulness and yoga both provide a good introduction to controlling knee-jerk, emotional responses and replacing them with a more thoughtful and considered reaction.

Show pupils how to defuse awkward or tricky situations through the use of humour. If you can make a joke out of a difficult situation or laugh at yourself, others are more likely to relax and are less likely to feel threatened or defensive.

Provide options to give the child a degree of choice. When a pupil feels they have some control over the circumstances, the levels of stress they feel will be reduced. Stress is more likely when a pupil feels helpless, whereas the knowledge that they can affect the outcome of a situation is reassuring for those pupils who become anxious easily. 'What would be a good way to deal with this? Should we speak with Mrs Boxford first, or would you prefer to speak to the dinner lady yourself?'

PROVIDE GOOD ROLE MODELS

The children may have unpredictable adult role models at home. Adults in school will need to set an example and remain calm and supportive in order to promote a positive learning environment. If a pupil has a problem with self-discipline, it is essential that adults in school model good self-control, respond to situations calmly and act as a soothing influence, trying to avoid escalating situations by emotional statements, backing the child into a corner, ridiculing them or exerting harsh discipline.

Pupils who struggle with their emotional control may have trouble accepting negative feedback. If a teacher reprimands them during a lesson and the pupil feels the criticism is not justified, they will find it hard to move on. Other pupils will accept blanket reprimands as part of the give and take of school life, but these pupils will struggle to accept the injustice. Their anger may take precedence over their thinking and make it difficult for them to focus on the task in hand. They will revert to their tried-and-tested behaviour patterns, perhaps escalating the situation by answering back or running out of the room. It is important that the adult always checks the facts in disputes and is seen to be scrupulously fair and consistent in applying school rules.

It can be easy for a child to get a name for poor behaviour and for adults and other pupils to blame them for every incident that happens in the class. If you feel



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you have made an error of judgement, an apology may go a long way to restoring a good relationship with the pupil. Allow them time out if you can see they are becoming agitated; they can then calm down and let the effects of adrenaline clear their system until they are able to think calmly. You might be able to anticipate the potential triggers for different individuals and send the child out of the class on an errand, divert their attention or allow them to go and work in the library. This will give the pupil time to manage their emotions, then return and deal with problems more effectively.

ENSURE EACH CHILD IS SEEN AS AND VALUED AS AN INDIVIDUAL

It is important to get to know pupils as individuals. Try to use every child's name in a positive way during every lesson, even if only to greet them as they enter the classroom. Make an effort to give compliments: 'Are these the new glasses you were collecting yesterday, Amy? I love the colour.' 'New bag for your birthday, Theo? Very smart.'

It is worth taking the time to build a rapport with individual pupils, getting to know their background and their interests: the football team they support, the names of their siblings or where they go on holiday. Some pupils will benefit from having a mentor or identified adult to meet with them to discuss their achievement, progress or any problems they are experiencing. Mentors may be able to discuss and challenge the pupil's perception of events, as what the child thinks is happening may be quite different from what their peers think is happening.

When adults know the children well, they are more likely to notice if they are upset or worried. Many pupils can give the appearance of being happy, when they are actually just the opposite.

When pupils feel that teachers know them well and are interested in them, they will be more likely to become involved in that teacher's particular subject or lesson. Often pupils' motivation is linked to how they perceive a teacher and many children will be put off a specific subject because of the attitude or behaviour of the adult who teaches it.

GIVE PLENTY OF OPPORTUNITIES FOR PHYSICAL EXERCISE AND RELAXATION

Regular aerobic exercise during the day is known to reduce stress and anxiety. Give opportunities for pupils to burn off angry feelings: go for a jog around the playground, crush drink cans or tear up paper for recycling. Taking useful physical action will produce a positive from a negative.



EMOTION: MANAGING FRUSTRATION AND MODULATING FEELINGS

Pat Guy

Excerpted from Brain Development and School

Incorporating short periods of physical movement into lessons or extending the amount of time allowed for playtimes and breaks will be beneficial, especially for primary school children. Provide frequent short breaks between tasks requiring intense concentration to allow children to move around. Pupils with self-regulation problems could carry out routine tasks that provide discreet movement breaks: collect in papers, clean the whiteboard, switch off the computers or hand out books. Self-control is certain to be reduced when children have been exercising self-restraint, staying quiet, listening or sitting still for an extended period of time.

Encourage the pupil to do something they find relaxing to escape from a negative mood: reading in the library, attending a lunchtime club, playing sport, getting involved in creative activities or looking after younger children in the school.

Do not withdraw the one activity in school that the child enjoys as a punishment; this will appear vindictive. Rather, use the child's talents as a way to help them relate to school and become more involved: playing for school teams, given posts of responsibility and leadership opportunities, being involved in dance and drama productions, representing their class or year in competitions, playing in the school band or organising charity events.

ENCOURAGE THE PUPILS TO LOOK FORWARD

When something has gone wrong, move on – divert the pupil's attention as one would a younger child. Encourage the pupil to do something challenging to avoid ruminating on what has happened, forcing them to give their full attention to the new activity. This will put space between themselves and the unpleasant event, making it easier to re-focus.

Treat every day as a fresh start. Try not to refer back to yesterday's misdemeanours or previous disappointments, as reminding the child of past events may revive negative feelings and behaviour.

Give young children the skills of self-advocacy. If a situation is getting stressful, encourage the child to alert the teacher to that fact. There is a close line to be drawn for many children between challenge and stress and such lines may not be obvious to the adult. When the child has a card they can show the teacher allowing them to go out of the room to the toilet, to work in the library or a quiet study area, the pupil will have the opportunity to self-calm and manage their own behaviour.



EMOTION: MANAGING FRUSTRATION AND MODULATING FEELINGS

Pat Guy

Excerpted from *Brain Development and School*

TEACH THE PUPIL TO RECOGNISE THE EFFECTS OF ANXIETY

Teach pupils to recognise the physiological changes in their body that are linked to their emotional state, to understand what they mean and why they happen. Understanding your emotions is the first step towards self-regulation.

Physical reactions to stress will include:

- an increased heart rate
- a tightness in the throat
- feeling on edge and nervous; jumpiness
- trembling limbs and a shaky voice
- excessive sweating and feelings of dizziness
- feeling sick, indigestion and stomach pains
- increased breathing rate
- a dry mouth that results in a need to cough or clear the throat
- a headache
- butterflies in the stomach.

Triggers for anxiety and frustration will vary from pupil to pupil, so it is important to talk to the individual, plan coping strategies with the child, put a plan into action and then monitor its success. A good start to such a discussion would be to ask them to rate their anxiety level in different situations on a scale of one to ten; younger children might find it easier to draw pictures of how they feel.

When the pupil is able to articulate what makes them anxious, they can begin to take control of their own emotional regulation. The ultimate aim being to move the pupil to a stage where they are able to manage their own anxiety and take action independently.

Always be aware that the causes of the anxiety may be irrational in the eyes of the adult. For some pupils with difficulties of emotional regulation, it may be something as simple as an unpredictable change in classroom routine. Routine can be reassuring and calming for many pupils, so disruptions to routine may require advanced warning. Once triggers have been identified, possible ways to prevent the inadvertent escalation of anxiety can be considered. The worst thing that can happen when a child is fearful is for their anxiety to be dismissed as trivial and insignificant as this will serve to compound their worries.



EMOTION: MANAGING FRUSTRATION AND MODULATING FEELINGS

Pat Guy

Excerpted from *Brain Development and School*

When pupils are able to recognise such emotions as jealousy, frustration, confusion and fear, they will see that they are thoughts that depend on their perception of a situation, rather than on factual truths. Some pupils with an executive function delay or deficit will find it difficult to put their emotions into perspective, to put strong feelings to the back of their mind and to get on with what they need to do. These pupils tend to brood, replaying negative experiences over and over in their minds; a focus on everything that went wrong will lead to increased self-criticism. Point out that their perception of a situation will usually be worse than the reality and teach the difference between worrying and problem solving. Worrying will involve repetitive rumination, anxiety and depleted motivation. Problem solving will involve purposeful action, increased motivation, planning and doing.

KEY POINT

Problem solving is the skill to develop and worrying is the skill to drop.

DISCUSS THE FACT THAT SELF-CONTROL IS A FINITE RESOURCE

Everyone will have diminished reserves of self-control when they are tired or hungry or have been trying hard to maintain appropriate behaviour. The energy required to suppress emotions will deplete pupils' reserves and they may need opportunities to recharge by having exercise breaks, reading a magazine, listening to music or relaxing with friends.

Think of practical ways to help pupils conserve their mental energy, for example, through the use of list making. When a pupil is encouraged to use checklists or 'to do' lists, the lists will save the mental energy that the pupil would otherwise expend trying to keep track of commitments and worrying about what they have remembered and what they have forgotten. Lists can be kept on apps, calendars, post-it notes or in a diary.

ENCOURAGE THE PUPIL TO PACE THEMSELVES

There are some things the pupils will be able to influence and change and others that they can't; they should not waste energy worrying about the latter. As an individual, the child cannot solve all of the problems of the world – poverty, endangered species, global warming, terrorism or pollution – but they could solve a litter problem in the playground, arguments between friends, bullying issues in their class, tidiness in the library or helping younger pupils settle into the school.



EMOTION: MANAGING FRUSTRATION AND MODULATING FEELINGS

Pat Guy

Excerpted from *Brain Development and School*

SOCIAL SKILLS

Good emotional regulation is necessary for the development and maintenance of social relationships and pupils with weaknesses in this area can experience problems with social interactions. They may appear to be selfish and egocentric or overly sensitive to the comments and actions of others. They may have difficulty initiating conversations, joining on-going activities or staying focused in games. They can make jokes at their peers' expense because they haven't thought how the other child might feel. They have difficulties in reading facial expressions and body language, leading to a problem in maintaining friendships and relationships over time.

To an adult, the child's lack of consideration for others may appear to be one of choice rather than incompetence and, once again, sanctions judged to be the best way to deal with their behaviour.

Specific problems with social interaction will include:

- Slow processing. The child takes longer than their peers to respond in social situations and is slow to process facial clues and body language. Communication may be too quick or subtle for them to register; they will not always catch on to jokes or be able to identify sarcasm.
- Poor time management. Others are always waiting for them, making them seem inconsiderate and unreliable.
- Poor memory. The pupils will forget their friends' birthdays, forget to ask friends about worries discussed previously, forget promises and pass on information that has been shared in confidence.
- Impulsivity. They will act without thinking, but then worry about their inappropriate behaviour and experience feelings of guilt and regret that are hard to shake off. The friend will be upset by thoughtless 'off the cuff' comments, but then be even more irritated by their peer's effusive apologies. If the friend was really sorry, they wouldn't keep being so unpleasant.

Classroom
strategies

SOCIAL SKILLS SOLUTIONS

Individuals are not born with good social skills, but they can be learnt. 'The parts of our brain to do with social connection, empathy and listening have been shown to be highly plastic, and you can make a massive difference to how they [the pupils] function' (Katy Granville-Chapman, Wellington Leadership Institute, cited in Arney, 2017).



EMOTION: MANAGING FRUSTRATION AND MODULATING FEELINGS

Pat Guy

Excerpted from *Brain Development and School*

Many individuals have facial expressions that do not match their emotions and are confused when accused of being arrogant; bored, scary or unhappy, when they are feeling perfectly content and relaxed. Pupils can be taught to be more aware of their body language and facial expressions. Society has many complex, unspoken social rules and when they are not followed, others will think the individual is deliberately ignoring them and create their own explanation as to why. 'She always fidgets when I'm speaking to her, she must think I'm really boring.' 'She always looks down her nose at me, but she's no better than me.' 'He's so selfish, he never listens to anyone else, just keeps rabbiting on about what he's done and where he's been.'

TEACH PUPILS ABOUT BASIC BODY LANGUAGE

- When you want to show someone you agree with what they are saying, nod slowly and lean forward to show you are interested. Mirror the other person's body language. If you change the subject, fidget, yawn, turn away or interrupt, they will assume that you have no interest in them or what they are saying.
- Make a reasonable amount of eye contact.
- Be aware of the distance you are from the other person. Look around within the group to see how close other people are to each other and stay at the same distance.
- If you want to look confident, stand up straight, move briskly and purposefully and hold your head up. Even when you are feeling shy or apprehensive, when you walk tall, you can fool people into thinking you are confident. When you look down or slouch, you will appear under confident or awkward.
- When you fold your arms across your chest, you will appear defensive or shy.
- If you stand with your hands on your hips or jab your finger towards someone, you will appear irritated or aggressive.

SUPPORT WITH GENERAL SOCIAL SKILLS

Help pupils to develop conflict resolution skills. Teach them how to put themselves in other people's shoes as a way to understand their behaviour. Stress the need for give and take in relationships. Sometimes all that is needed is an apology. 'I'm sorry. I know I'm always interrupting. I just get over excited.' 'Sorry, that came out wrong. I didn't mean it as it sounded.'

Encourage the pupils to be positive and supportive towards each other. Having friends who are always pessimistic can be draining and sap the little energy the child has.



EMOTION: MANAGING FRUSTRATION AND MODULATING FEELINGS

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Provide role models for enthusiasm, kindness and success from different arenas: sport, politics, religion, the arts and within the local community.

Develop the pupils' ability to cooperate and compromise. Encourage pupils to work together in pairs or groups; remind them that ideas are never original, but always build on someone else's thinking.

Discuss the fable of the Lion and the Mouse. Help others and they will view you favourably when you need their help.

Use TV programmes at a low volume to raise pupils' awareness of interpersonal communication by focusing on the actors' body language and facial expressions.

Encourage pupils to take a genuine interest in what other people have to say and not to interrupt, even if it is to share a similar experience. Interrupting is a common error when listening to others and, although usually born from a desire to show empathy, it makes the speaker appear self-centred. Wait until the other person has finished before asking questions. Asking a question or repeating what the speaker has said in another way will reassure them that you are interested. 'So what you are saying is ...' 'Oh I see, so you think that he really does want to go after all.'

Discuss different scenarios in PHSE lessons to show that every situation can be seen from several angles. Use 'circle times' to encourage pupils to be open-minded and to listen to the views of others. There are always several ways of looking at a situation, so encourage pupils to gather information from different sources to get a balanced overview.

Pupils need to know how to express thoughts and feelings clearly without their emotions getting in the way. As adults they will need to be assertive without being aggressive or allowing others to take advantage of them. If pupils are unhappy about something, they will need to consider what options are available to improve the situation; teach them to press the pause button. If they are able to sleep on a problem, they may think of a better way to deal with the situation, as well as giving themselves time to calm down and think logically. Stress the fact that situations are rarely hopeless and there is usually something the individual can do to improve their circumstances. Encourage the children to focus on the solution, rather than on the problem.

Discussion with others is one way to deal with decision making: a problem shared is a problem halved. When problems are discussed with others, alternative solutions may become clear because of the objectivity of the other person's viewpoint.



EMOTION: MANAGING FRUSTRATION AND MODULATING FEELINGS

Pat Guy

Excerpted from *Brain Development and School*

Some pupils will find socialising exhausting and need time alone to enjoy their own company, to think and to daydream. This is normal behaviour: not everyone wants to be part of a group all of the time; do not force children into social situations when they are unwilling.

Help pupils to forgive others and to apologise if they have done or said something unpleasant themselves. If a friend offends them, encourage the pupil not to bear a grudge, but just to accept that sometimes people say hurtful things. Maybe the friend has their own problems or issues at home or they are frightened and worried about something themselves. Leave them for a while and then pick up the friendship again in a few days. The only way to get the best of an argument is to avoid it.

Discuss the motivations of others. Someone might bump into you in the corridor because they weren't looking where they were going, because they were on their phone, because they were talking to someone walking behind them. They may not have done it on purpose and may be irritated if you accuse them of targeting you deliberately.

Classroom
strategies

EMOTIONS: SELF-HELP STRATEGIES

Talking to others, perhaps supportive friends or family members, is one of the most effective ways to relieve feelings of stress. Try to mix with positive friends who have a calming influence on you, rather than anyone who encourages you to be emotional or reinforces negative feelings.

Humans are programmed to look for the few things that are out of line rather than the many things that are going well, so try to be optimistic. When faced with a problem, view it as one specific event, deal with it as best you can and then move on. Consider any setbacks to be temporary and isolated frustrations that are unrelated to other things in your life. Don't take negative events personally: sometimes changing the way you think about an event will make a positive from a negative.

Make a choice to be happy rather than sad; try to see the funny side to everything. All situations will have a degree of black humour.

Get outdoors; being outside in the fresh air will raise your mood. The natural world tends to have a calming influence on individuals and caring for pets is known to



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Excerpted from *Brain Development and School*

promote happiness and reduce stress. Taking your dog or a neighbour's dog for a walk in the park will provide the best of both worlds by combining exercise and the natural environment.

Physical exercise is a useful way to burn off anger or anxiety. When you are in the middle of a game of netball, football or tennis, you can't focus on your worries because you have to concentrate on the game. This will give your body a break from any feelings of anxiety. When you are physically tired, you are more likely to get a good night's rest. Sleep is essential for well-being and adequate amounts of sleep will improve emotional processing and decision making.

Recognise and avoid personal triggers. Do you feel more irritable when you are hungry or tired? Do you lose your temper in certain social situations? Why might that be? Could you take steps to avoid these aggravating situations? Try to anticipate situations that might upset you and avoid getting involved. You are certain to have less self-control in the evening after a busy day at school, so allow yourself time to relax when you get home.

Use simple strategies to develop your self-control and encourage you to think before acting. Take five deep breaths, count to ten, remove yourself from the situation or stay away from people who irritate you. Sometimes it is better to keep your head down and avoid confrontations; try to postpone conversations and decisions until the following day as saying things in the heat of the moment will not always get you what you want. Write a letter telling the person what you think, but make sure you read it the next day before posting it. You are more likely to succeed socially when you can exercise self-restraint.

Deal with anxiety sensibly: have a warm bath, a good night's sleep, spend time with friends, listen to music, go for a jog, take the dog for a walk, read a book or do something creative. Being creative can be all absorbing and re-focus your attention on practical, rather than mental, activities. Ensure there is time for leisure and relaxation during your day and, if you have hobbies, take time to enjoy them regularly in order to relax and recharge your energy levels.

Keep a journal or diary to record your thoughts and feelings. Write poetry. Note down experiences you would like to have and places that you would like to visit to give yourself something to look forward to and plan for in the future.

Distinguish between your feelings and facts. It can be easy to think in a negative way and imagine that your thoughts are truths when they are just thoughts. Ask



EMOTION: MANAGING FRUSTRATION AND MODULATING FEELINGS

Pat Guy

Excerpted from *Brain Development and School*

yourself if you are jumping to conclusions and if there might be alternative ways to look at situations. Is everything always black and white, or are there lots of shades of grey between?

When someone gives you feedback, listen for the facts and separate fact from opinion. The person giving feedback may have a hidden agenda, perhaps trying to make you upset or angry, so give yourself time to think things through before reacting. If you can see that the feedback is fair, ask for their advice about how to deal with the situation.

Many people enjoy time by themselves. If you enjoy the company of others, but only in small doses, build time to be alone into your day. While it is good to have friends and socialise, many individuals prefer to spend some time alone. A lot of children and teenagers need to be by themselves in order to build up the emotional reserves they require to socialise. This is not being anti-social, just being self-aware.

Make a decision to worry about something later. Worrying thoughts often crop up at night when you are not active and have time to think. Jot the thought down, then put it aside and tell yourself that you will consider it in the morning.

Find out about how the brain works. When you brood on unpleasant memories, the pathways in your brain that link those memories will be continually reinforced. The 'memories' will become lodged at the front of your mind and remain easy to access, even though they may not be a true reflection of what actually happened and may have been distorted by subsequent emotions. Everyone has a past, things they wish they hadn't said or done, and things that other people have said and done to upset them, but brooding on situations will not change them. It is much healthier to try to live in the present. What is in the past should stay in the past and not affect your present or your future. If something happens that you would rather forget, put space between yourself and the event immediately by getting involved in an activity that requires your full focus and takes your mind off your discomfort. Tidy your room, sort out your wardrobe, clean your trainers, go for a jog or a bike ride and turn your negative energy into a positive outcome, tire yourself out, then make yourself move on.

Investigate relaxation techniques such as yoga, mindfulness, Pilates and meditation. Mindfulness involves thinking about the moment in which you find yourself and can be practised for any length of time and in any situation. There are lots of yoga and meditation books, internet programmes and DVDs that you can use at home; you



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don't have to join a class or group. Yoga and Pilates will provide a way to link physical strength with mental well-being.

Use self-talk as a way to calm yourself. 'I've done this before and I can do it again.' 'Wait, now take it slowly and carefully. No need to rush.' 'I just have to try and do the best I can. That is all I can do.' 'I've worked really hard on this and have managed to do quite a lot.'

Try to focus on what you have, rather than what you want. Don't compare yourself to people who have more than you, but look at those who have less and be grateful. Get involved in voluntary work; being kind to other people will raise your mood. Helping others is an effective way to reduce stress, re-focus your attention, help you to think positively about your own situation and put your worries into perspective. Read about the lives of others, how they have overcome difficulties and what they have learnt from their experiences.

When you feel you are beginning to worry or get upset, deliberately change your track of thought by thinking about something pleasant: last month's holiday, your birthday party, how your dog greets you when you come home, a concert you really enjoyed, what you're going to do at the weekend or something nice someone has said about you.

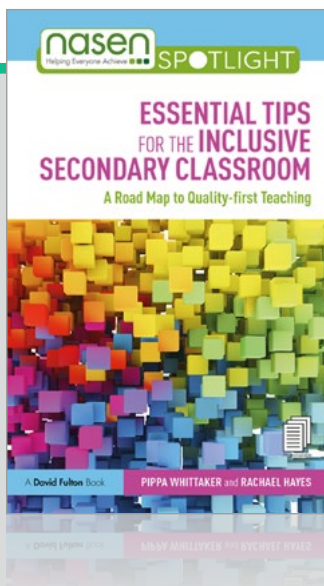
Face anxiety or fear by drawing on your principles and moral values. If you hate public speaking, but have been asked to talk about a topic close to your heart, tell yourself that you have responsibility to try to explain your views to others.

Get worries into perspective. Will your current problem really matter in a few days, weeks or months? Your perception of the problem may be worse than the problem itself. Ask yourself if there is a different or preferable way to look at the situation. Might a good outcome be a possibility? Think positively: 'This part of my life isn't very good at the moment, but lots of other parts of my life are going really well.' Each individual is in control of their own thinking, their brain is their own personal space; you do not have to worry and make yourself unhappy.

CHAPTER

3

EXCERPTS FROM *ESSENTIAL TIPS FOR THE INCLUSIVE SECONDARY CLASSROOM*



This chapter is excerpted from
Essential Tips for the Inclusive Secondary Classroom
by Pippa Whittaker and Rachael Hayes.

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EXCERPTS FROM ESSENTIAL TIPS FOR THE INCLUSIVE SECONDARY CLASSROOM

Pippa Whittaker and Rachael Hayes

Excerpted from *Essential Tips for the Inclusive Secondary Classroom*

DATE SHARED

Mental health needs can only be formally diagnosed by medical professionals, and so it is important that teachers do not use terminology or diagnostic labels unless a formal diagnosis has been given. However, teachers are ideally placed to look out for signs and symptoms of mental health difficulties, such as a sudden change of mood or demeanour, or signs of self-harm or distress. If you have concerns about the emotional state of any student, always refer these through the usual pastoral and safeguarding channels in school, so that this can be noted and relevant support can be put in place.





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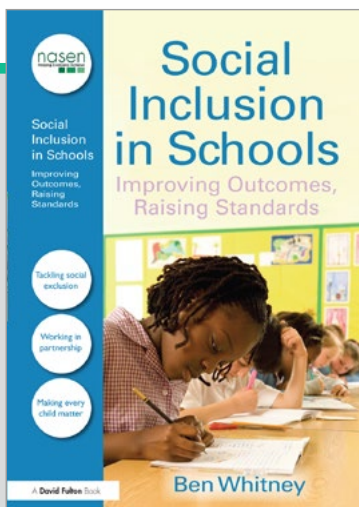
DATE SHARED

Assessments of all types can be highly-anxiety provoking for many learners with mental health difficulties. This can include formal exams and assessments, speaking and listening activities, as well as graded or levelled written work. You can help minimise learners' anxieties by acknowledging that lots of us find assessments scary and that is quite normal; discussing with them what the 'flashpoints' of their own anxiety are and making plans to manage these; returning written feedback in a timely manner and using clear and supportive, non-judgmental phrasing; and by reminding learners that exams and assessments are important but are not the only thing that will help them to achieve their goals in future life. Although learners' mental health needs can be complex, we should never underestimate the importance of a general atmosphere of support and encouragement for the learners we teach.

CHAPTER

4

SAFEGUARDING AND PROTECTING CHILDREN



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Social Inclusion in Schools
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SAFEGUARDING AND PROTECTING CHILDREN

Ben Whitney

Excerpted from *Social Inclusion in Schools*

Of course I never liked it, but I didn't know how to stop it. I just couldn't tell my mum. I tried once but she wasn't listening. I wonder now if she knew anyway. He'd always knocked us about; we'd just got used to it. But this was different. It always happened on a Tuesday night when mum was out. He used to tell me when he'd finished how much he loved me and how special I was. I suppose that meant something at the time. After all he was my dad; you're supposed to love your parents. I was terrible on Tuesdays at school, but I never said anything; not to my mates or the teachers. They wouldn't have understood either. I can see now that it's messed me up for years. Nobody wants damaged goods.

THE REALITY OF ABUSE

A child's exposure to abuse and neglect obviously has a detrimental effect on their overall health and development. It is also likely to have a significant effect on wider issues such as their participation in education and their eventual achievement. Imagine what it must be like to have to get yourself to school every morning because your parent does not bother to wake you, wash, dress or give you breakfast. Some 6-year-olds have to manage such responsibilities themselves. Or what must it be like to spend the day at school counting down with dread the minutes until it's time to go home, knowing that he winked at you over breakfast – his special sign that tonight you have to wait in your room before you have a bath because mum's going out. Children do not learn when they are frightened. Abuse hurts, and not just at the time. No wonder the homework wasn't done and the pupil reacted aggressively when the teacher asked where it was.

As summarised in Chapter 1, the current framework for services to support children in need and to protect them from harm has developed through a series of legislative and policy changes over the past half century. The death of Maria Colwell had prompted the first attempt to set up a multi-agency mechanism for communicating concerns, pooling knowledge and planning strategies to protect children and young people at risk through the local Area Child Protection Committees (ACPC).

The Cleveland Inquiry in 1987 brought into sharper focus the difficulty of dealing with both abuse and its aftermath. Many players are involved: parents, children, the police, courts, staff in the caring services, politicians and the general public. In this case, dozens of children in the Middlesbrough area had been removed from the care



SAFEGUARDING AND PROTECTING CHILDREN

Ben Whitney

Excerpted from *Social Inclusion in Schools*

of their parents on suspicion of sexual abuse. But there was a widespread feeling, at least among the wider community, that some professionals had been over-zealous and the 'evidence' was unreliable. Specialist opinions (rather than agreed facts) were judged to have been given too much unquestioning credibility

Similar issues have been raised again in the last few years about the extent to which sudden infant deaths may have had a deliberate rather than a natural cause and how much we can rely on the opinions of 'experts'. It is not always clear whether or not a child has been abused in many cases. The child may be very young or unable to give an account of what happened when no one else was present. Injuries may be inconclusive and capable of a variety of explanations. Abusers are often clever, manipulative and able to conceal what they have done, or are skilled at keeping professionals at arm's length. There can be a culture of denying everything, so that what can ultimately be proved is very limited. Yet we are still expected to detect abuse and even to try and predict it before it happens.

Despite our increased understanding, cases of avoidable child deaths have continued up to the present day (approximately two per week nationally). Most receive little publicity as they involve parents and carers, rather than the far smaller number that are about paedophiles, 'perverts' or strangers and which the media love so much. Inquiries into these cases, right up to Victoria Climbié, still suggest a failure of inter-agency communication as at least part of the reason why things went so badly wrong.

Most safeguarding decisions lie beyond the general expertise of teachers so it is vital that no action is taken by individual staff in schools without extensive consultation. Legislation has to strike a balance between the interests of all those involved, while putting primary emphasis on the welfare of the child. One agency or professional can only ever have a partial view of what may need to be done. This wider perspective was the specific intention of the Children Act 1989, which remains the legislative basis of current policy and practice.

Individual professionals also need to be clear that our own experiences may affect us in ways we might not always recognise. We were all children once. A professional may have been abused themselves or had bad experiences as a parent that might influence their thinking. Our personal value systems, or those of our school, may be severely tested by having to accept that such things go on where we are. But there is plenty of advice around which should help us to get it right as much as possible. It is essential that anyone with little previous direct experience of child protection becomes familiar with it. Young and disabled children are especially vulnerable but



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Ben Whitney

Excerpted from *Social Inclusion in Schools*

any child or young person may need action to protect them, so any teacher might need to act and at any time.

There are about 27,000 children on child protection registers in England and Wales (or, more correctly, with child protection plans), a fairly constant figure in recent years. But there is also a growing awareness of new kinds of abuse involving the Internet or someone outside the family in a position of trust. It is now recognised that much child abuse in the past was never acknowledged as such, especially abuse linked to domestic violence. Sexual abuse was routinely covered up, in families, institutions and organisations, and probably still is in many cases. The NSPCC estimate that only 1 in 4 cases is currently identified, even with the much higher profile now given to the issue. Abuse may still affect as many as 1 in 5 children.

Damaged adults are still carrying the scars of what happened to them years ago. They are far more likely than the population as a whole to be among those experiencing imprisonment, homelessness, unemployment, mental health problems and relationship breakdown as a result, especially if the abuse was not dealt with at the time. Child abuse is an enemy of social inclusion, as well as of personal well-being.

GUIDANCE

The government issues guidance to all agencies every few years, constantly updating it in the light of experience. *Working Together to Safeguard Children* and *The Framework for the Assessment of Children in Need and their Families* were originally published in 1999 and 2000 respectively. These revised all previous advice on the basis of new research into what had been happening over the previous two decades. Together they widened the focus of the agencies that deal with children and their families to ensure that effective measures to safeguard children should not be seen in isolation from a wider range of support services intended to meet their needs.

As outlined in Chapter 1, the emphasis now lies in the development of comprehensive family support services, and we are trying to move away from being only 'incident driven'. But the need to deal with cases of acute risk must always continue alongside any more supportive approach. No matter how good our emphasis on prevention, some children will always be killed, injured, neglected or otherwise abused by their parents, carers and others. Many of them will never have come to the attention of agencies before. Abuse does not happen only in 'problem' families but across all classes, cultures and communities. All workers with children therefore need to be constantly vigilant.



SAFEGUARDING AND PROTECTING CHILDREN

Ben Whitney

Excerpted from *Social Inclusion in Schools*

WORKING TOGETHER TO SAFEGUARD CHILDREN

The 2006 edition states that:

Schools (including independent schools and non-maintained special schools) and Further Education (FE) institutions should give effect to their duty to safeguard and promote the welfare of pupils ... by

- Creating and maintaining a safe learning environment for children and young people; and,
- Identifying where there are child welfare concerns and taking action to address them, in partnership with other organisations where appropriate.

...

Education staff have a crucial role to play in helping to identify welfare concerns, and indicators of possible abuse or neglect at an early stage: referring those concerns to the appropriate organisation, normally social services colleagues, contributing to the assessment of a child's needs and where appropriate to ongoing action to meet those needs. (paras. 2.121 and 2.123)

In the light of the death of Lauren Wright in May 2000 and the following formal Inquiry, section 175 of the Education Act 2002 came into force on 1 June 2004. This requires all schools, governors, FE colleges and local authorities to carry out their functions in a way that 'safeguards and promotes' the welfare of children. Staff and managers in all schools must 'have regard' to the statutory Guidance, *Safeguarding Children and Safer Recruitment in Education* (2006). This replaced the previous Circular 0027/2004 and is essential reading.

As noted in Chapter 1, further significant changes to the whole inter-agency child protection and child welfare system are being introduced in response to the death of Victoria Climbié, the subsequent Laming Report, the Green Paper *Every Child Matters* and the Children Act 2004. The DfES now carries overall responsibility for all children's services, including social work, not just education. This change is increasingly reflected at local authority level in new working relationships as more multi-disciplinary Children's Services Authorities are emerging, rather than maintaining the previous distinction between education, health and social care professionals.



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LOCAL SAFEGUARDING CHILDREN BOARDS

Key to this process, and to the delivery of the specific outcomes about children being healthy and safe, is the creation of Local Safeguarding Children Boards (LSCB) to replace the previous Area Child Protection Committees (ACPC). These have been fully in place since April 2006. They are more strategic bodies with wider responsibilities, intended to ensure effective practice and hold agencies to account rather more than used to be the case. There will also be greater use of shared children's data and agreed thresholds of concern in order to facilitate more effective inter-agency working through new local Multi-Agency Support Teams. These other key local developments for supporting children and families, and the revised inter-agency procedures that will now be in place, should all be seen alongside the guidance specifically aimed at education.

There is now a general trend towards using the word 'safeguarding' rather than 'protecting'. While the two are sometimes used interchangeably, safeguarding is intended to convey a broader concept that includes prevention and addressing issues that put children's welfare at risk beyond the strict definitions of 'abuse' as outlined below. In a school context, for example, safeguarding would include measures to combat bullying and safe staff recruitment and appointment procedures (in the light of Ian Huntley and Soham). It could also include ensuring the safety of children on trips and when using the school's facilities outside school hours. LSCBs will also have an interest in the welfare of particular groups such as privately fostered children and will be required to review all unexpected child deaths, not just those identified as abuse.

However, it is extremely important not to lose sight of the needs of individual children for protection from harm when required. As has been reiterated by the Inquiry into a serious case of neglect in Sheffield reported by their ACPC in December 2005, the needs of the individual child must remain the focus. In this case, agencies became far too tolerant of poor standards of care that were putting the children at risk. There is a new emphasis on:

- ensuring that professionals are competent in carrying out their duties and improving the standard of the safeguarding service;
- reinforcing the duty to take the necessary steps to protect children and young people when required;
- accepting personal responsibility for acting on information that may be known to you alone; and



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- corporate ownership of the desired outcomes, not a 'culture of referral' that seeks to transfer responsibility on to someone else. This is as true for educational professionals as for anyone else, including both teaching and non-teaching staff and in any setting.

ARRANGEMENTS IN SCHOOLS

Workers in individual agencies must also be fully aware of where they fit within local procedures that will define the limits of their role. To help all staff in direct contact with children to get this right, there must be a designated senior person in every school, and a written child protection policy which should be made known to parents. (The local authority may issue schools with a 'model'.) These arrangements should ensure that all staff have the information and procedures that they need. No one should ever make a child protection decision without following an agreed procedure.

The designated person should ensure that child protection is included in programmes of induction; that support and advice is available and that everyone is familiar with the school's policy. They may also make use of local inter-agency procedures, written guidance from education lead officers and the government booklet *What to do if You are Worried a Child is being Abused* (DoH 2006), or a local equivalent. School-based INSET may also be available and all teachers are expected to have received training at least every three years. Awareness of these issues could all be the subject of enquiry as part of an inspection. What follows below provides a basic overview but is no substitute for being fully familiar with the local inter-agency procedures.

CHILD PROTECTION PRACTICE IN SCHOOLS

CONFIDENTIALITY AND INFORMATION-SHARING

It is very important that all those involved in concerns about the care of children should share the same understanding of confidentiality and when it should be broken. Children are not protected if nobody shares what they know. Research and experience have shown repeatedly that keeping children safe from harm requires professionals and others to talk to each other. The Children Act 2004 creates a new legal framework within which shared databases can be developed that can highlight the concerns that may have been expressed by a range of professionals and agencies, though progress has so far been quite slow except in those areas given additional resources as 'pilots'.



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All education settings should have a written statement of confidentiality making clear the duty to share information with other agencies such as social services and the police in certain circumstances. This should be published in any information given to pupils and parents when they first come into contact with the establishment. In light of the Freedom of Information Act 2000, this statement could be included with the school's child protection policy so that parents are fully aware of it. This will help to set any action taken into context and make it less likely that parents will react entirely negatively if staff members feel they need to act on any concern. Child protection cannot be done anonymously or in secret.

In matters concerning child protection, confidentiality means that any conversation or information given will be treated in complete privacy and will not be shared indiscriminately with others. Gossip should, of course, be avoided. However, in order to protect the best interests of a child or young person, the information may be shared with other professionals to enable action to be taken by others. No one should ever make a promise to a child that they will keep child protection concerns a secret. They must be told that the information has to be shared in order to protect them. If you don't tell someone else, you can't do anything yourself to stop the abuse. The child or young person has to be helped to understand that.

Whenever information gathered at school is passed on, like an injury that is seen there or something a child says that causes concern, the action being taken should also be explained to them (if he/she is old enough). It may reassure them to know that only people outside the school will be told. Also, and this is sometimes difficult, parents should be told of the action being taken unless, in the professional's judgement, it may put the child at increased risk of harm to do so. Whether or not the parent should be made aware of the referral immediately, and if not, why not, will normally be raised by the designated person in the school as part of the referral process. This decision should not be left to the person who first noticed the injury or other clue to abuse.



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DEFINITIONS

Section 47 of the Children Act 1989 contains the duty that where a local authority:

(a) is informed that a child who lives, or is found, in their area, is the subject of an emergency protection order, or is in police protection, or

(b) has reasonable cause to suspect that a child who lives, or is found in their area is suffering, or is likely to suffer, significant harm,

the authority shall make, or cause to be made, such enquires as it considers necessary to enable it to decide whether it should take action to safeguard or promote the child's welfare.

The concept of 'significant harm' was introduced in the Children Act 1989 as the threshold that justifies compulsory intervention in family life in the best interests of children. There are no absolute criteria on which to rely when judging what constitutes significant harm. A court may only make a care order or a supervision order in respect of a child if it is satisfied that:

the child is suffering, or is likely to suffer, significant harm;
and that the harm, or likelihood of harm is attributable to lack of adequate parental care or control (s. 31).

'Harm' means ill treatment or the impairment of health or development; 'development' means physical, intellectual, emotional, social or behavioural development; 'health' means physical or mental health; 'ill treatment' includes sexual abuse and forms of ill treatment which are not physical.

Where the question of whether harm suffered by a child is significant turns on the child's health and development, his health or development shall be compared with that which could reasonably be expected of a similar child (s. 31(10)).

The rather complex legal definitions mean that there may not be immediate agreement among professionals about whether or not the threshold for compulsory intervention to protect a child has been reached. As far as practicable, all those who work with children need to have a common sense of what may constitute a child protection issue or what level of concern justifies sharing information with the social services and police under child protection procedures. Only they are empowered to establish more fully the level of risk to the child, following further enquiries.



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Excerpted from *Social Inclusion in Schools*

To help those, like teachers, whose main task is to make referrals, not to carry out the investigations themselves, *Working Together* contains some practical guidance that will normally be repeated in local LSCB procedures. Advice can also be found in the DfES Guidance (2006).

CATEGORIES OF ABUSE: SIGNS AND SYMPTOMS

Working Together (2006) definitions are best quoted in full as they are common to all practice across the country:

Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely by a stranger. They may be abused by an adult or adults or another child or children (para. 1.29).

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (1.30).

POSSIBLE SIGNS OF PHYSICAL ABUSE

- Unexplained injuries, bites, bruises or burns, particularly if they are recurrent
- Improbable excuses given to explain injuries
- Refusal to discuss the causes of injuries
- Untreated injuries
- Disclosure of punishment which appears excessive
- Withdrawal from physical contact/aggressive behaviour
- Arms and legs kept covered in hot weather (excluding for reasons of cultural dress)
- Fear of returning home
- Fear of medical help
- Self-destructive tendency
- Running away



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Emotional abuse is the persistent emotional ill-treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploring and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of ill-treatment of a child, though it may occur alone (1.31).

POSSIBLE SIGNS OF EMOTIONAL ABUSE

- Physical, mental or emotional/developmental lag
- Domestic violence
- Disclosure of punishment which appears excessive
- Over-reaction to making mistakes or fear of punishment
- Continual self-deprecation
- Sudden speech disorders
- Fear of new situations
- Inappropriate responses to painful situations
- Neurotic behaviours
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug or solvent abuse
- Running away
- Compulsive stealing, scavenging



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Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of pornographic material or watching sexual activities, or encouraging children to behave in sexually inappropriate ways (1.32).

POSSIBLE SIGNS OF SEXUAL ABUSE

- Sudden changes in performance or behaviour at school
- Displays of affection in a sexual way which is inappropriate to age
- Alleged promiscuity
- Tendency to cry easily
- Regression to younger behaviour such as thumbsucking, playing with discarded toys, acting like a baby
- Tendency to cling or need reassurance
- Distrust of familiar adult, or anxiety about being left with a relative, babysitter, lodger, etc.
- Unexplained gifts of money
- Depression and withdrawal
- Apparent secrecy about social activities or the identity of 'special friends'
- Wetting or soiling, day and night
- Sleep disturbances or nightmares
- Chronic illness, especially throat infections and sexually transmitted diseases
- Anorexia or bulimia
- Unacknowledged pregnancy
- Fear of undressing, e.g. for sport
- Phobias or panic attacks



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Neglect is the persistent failure to meet a child's basic physical and or psychological needs, likely to result in the serious impairment of the child's health or development. It may involve a parent or carer failing to provide adequate food, shelter and clothing, failing to protect a child from physical harm or danger, or the failure to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs (1.33).

POSSIBLE SIGNS OF NEGLECT

- Constant hunger
- Poor personal hygiene
- Constant tiredness
- Poor state of clothing
- Frequent lateness or non-attendance at school
- Untreated medical problems or unmet special needs
- Low self-esteem
- Neurotic behaviour
- Poor social relationships
- Running away
- Compulsive stealing or scavenging

RESPONDING TO CONCERNS

Serious concerns about the welfare of children and young people, actual disclosures of possible abuse and observations of behaviour or injuries that appear suspicious, should be reported immediately within local procedures. Of course we do not always spot the signs of abuse. The child or parent may actively try to prevent us doing so. None of these indicators prove it must be abuse. But all education staff share the responsibility for ensuring that, as far as reasonably possible, concerns are brought to the attention of the responsible person/agency in order that they may be investigated further.

Central education staff who visit different schools and educational settings, such as educational psychologists and other support staff working with children with SEN, should acquaint themselves with the school's child protection policy and procedures and the identity of the designated person for each establishment. Normally a referral



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for a child in that school should only be made in consultation with the designated person (unless it is out of hours, an emergency or a school holiday).

The conduct of front-line staff can significantly influence the outcome of subsequent court proceedings, so all teaching and non-teaching staff must follow strict guidelines concerning the collection of evidence.

COLLECTING EVIDENCE

- Anyone hearing a disclosure of abuse must take care not to ask the child leading questions or put ideas into his/her mind about what may have happened. It must be their story.
- You should listen carefully and say as little as possible beyond supporting the child and making it clear that you are listening.
- Do not be drawn into conducting an investigation yourself or trying to find out what 'really' happened.
- Written records should be kept of all concerns and particularly of occasions when a child discloses incidents that may be regarded as abuse.
- Do not require the child to make any form of 'statement' to school staff or take any photographs. (If the child has visible injuries, it is essential to refer them immediately so that others can gather the necessary evidence while they are still visible.) Drawings such as outline body maps are acceptable as an interim record.
- Date and sign all records when completed but never ask the child to sign anything.
- Report concerns immediately to the designated person whose responsibility it is to decide what action should be taken.
- If unsure, take advice.

More generally, all education staff, teachers, local authority officers, classroom assistants, helpers and parent volunteers also need to be aware of the way in which their actions may be perceived. We must be careful not to act in any ways that leave ourselves, or any child, at risk of allegations of abuse. Always seek advice and information about good practice, particularly in relation to high risk areas such as:

- dealing with aggression and violence
- the use of legitimate force or restraint



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- individual work with children and young people, especially in unsupervised settings or in their homes
- social contact with pupils outside school
- e-mail and text-messaging
- any situation that involves the delivery of personal or intimate care.

DISABLED CHILDREN

It is widely recognised that the safeguarding process does not always serve the best interests of children with special educational needs and disabilities as well as it should, despite their known increased vulnerability. Where children have communication difficulties they may not be considered able to give witness testimony in a way that can satisfy the rigorous requirements of an adversarial court system. It may not always be possible to use the legal system to bring about convictions as may happen for other children. This will be especially true if there is little or no corroborating or independent forensic evidence to support the child's version of events. Abusers will be well aware of these limitations and may take every opportunity to exploit them. However, these obstacles should never be allowed to mean that the child protection system is not available to them or that referrals should not be made on their behalf as for any other child or young person.

POST-ABUSE SUPPORT

It can be difficult for school staff to know how much they should talk to the pupil about any incident for some time afterwards, especially if court proceedings are pending. There can be lengthy delays before a serious case may come to court. In the meantime, continuing to engage the child in education may be a considerable challenge, especially if they are traumatised or still coping with the effects of the disruption caused by their disclosure. It is not true that no one should ever mention the subject for fear of causing the child further distress or contaminating their possible future evidence. Normal pastoral care to support the child will still be appropriate.

It is important to make sure that any specific counselling or therapeutic work has been agreed by the child's social worker and, if necessary, by the court. There is the possibility that a defence case might suggest that the child has been influenced by subsequent work undertaken with professionals to give a version of events which is what they think others want to hear, rather than being an accurate account of what



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actually happened, perhaps many months before. School staff should not make such arrangements themselves without wider consultation first.

THE INTER-AGENCY SAFEGUARDING PROCESS

INITIAL INVESTIGATION

Once the referral has been made, what happens next? There is a widespread misunderstanding, often perpetuated by some elements of the media, that social workers and police officers frequently arrive unannounced on people's doorsteps at six o'clock in the morning, blue lights flashing. They then drag people's children away from them, kicking and screaming, to place them presumably with people who will then abuse them while in their care!

Of course there are times when secrecy is necessary in order to ensure that evidence is not destroyed and that children are not exposed to even greater danger. I was once involved in a case where a child reported activities at their home which included other children being brought to the house to be sexually abused, the video of which was then sold on to their parents. Extreme criminal behaviour of this kind obviously requires a carefully managed covert response. Similar caution and an element of surprise may be needed in response to concerns about Internet child pornography or if more than one abuser may be involved.

But most of the time child protection isn't like that and referrals are normally dealt with in an entirely different way. For most children, no matter how great the problems they are experiencing, their home is their home and their family is their family. It will rarely be in their best interests to risk destroying all that may be positive in the attempt to deal with what is wrong. Children often love the person who is harming them, and do not want to be moved away from their siblings, friends and school as if they were somehow the source of the problem themselves. Social workers are skilled in managing these issues on a daily basis. Indeed it may sometimes seem that they are trying too hard to keep the family together. But they have a duty to do so, unless the child's best interests suggest otherwise or in situations of extreme danger.

Acting on a referral usually involves:

- An initial response by the social work duty team to determine the current level of risk to the child. This may mean them having to take immediate action, before the child can go home from school, so the earlier in the day such referrals are made the better. But it may be that the risk will not occur until they next visit their



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grandparents or in some other less acute situation, so more time may elapse before a response is required.

- A discussion between the social worker and the police. This should ideally be in the form of a strategy meeting that also involves the referrer, but in an emergency it is more likely to be just over the phone or in the car on the way to the home visit. This initial meeting is to determine what each agency's involvement might need to be, especially if any criminal offences may be involved or if there is a need for an individual to be arrested. It will also consider whether the children need to be removed under the emergency powers that only the police (not social workers) have available for an immediate response.
- Contacting all other agencies that may know the child to see whether or not they have any information that might suggest either an increased or decreased risk, alongside the information received from the referrer. This may be the first that a school knows about a case that has begun elsewhere. It is important that all known facts, about both children and parents, are shared if requested. This is part of the statutory duty.
- Actually seeing the child and arranging a medical examination by a specialist paediatrician if there is an urgent need for treatment or if expert testimony may be required. This would include, for example, a judgement about the possible cause of any injury or for the gathering of forensic material which may be essential for a future prosecution. This is one reason why a referral has to be made immediately if the child has a suspicious injury. By tomorrow it may not be possible even for an expert to determine its likely cause.
- Interviewing the child on video by specialist police officers and social workers if they have a story to tell that can help to establish exactly what has happened. This video, as well as giving the child an early opportunity to tell their story in their own words, also provides 'evidence in chief' for future use in either criminal or care proceedings. These interviews operate according to strict Home Office guidelines about the kinds of questions that can be asked in order to avoid contaminating the child's potential evidence.
- An assessment of current and longer-term risk by the social worker and their manager in order to make a decision about what should happen next and over how long a time. This whole process may be done in a day, or over several days or weeks, depending on the child's circumstances and the nature of the concern.

Following this initial response, the case may be closed because it has been dealt with. For example, advice may be given to parents about improved parenting, the family could be referred elsewhere, or the concern is found to be unjustified. Such



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an outcome would not mean that the referral was inappropriate. The assessment to establish that the child is safe could not have taken place without it. But social workers will usually prefer to deal with low-level concerns in low-level ways. Serious or continuing concerns that suggest the child remains at risk of significant harm should not, however, be dealt with so quickly. Referrers may need to follow up their original referral by contacting a more senior manager if they remain concerned for the child's welfare and it appears that nothing effective has happened in response. That is part of everyone's responsibility.

CHILD PROTECTION CONFERENCES

Even quite serious cases may not need any further agency involvement, if for example, criminal proceedings are under way and the child is now safe. But if unresolved issues of risk remain, an initial Child Protection Conference is called. This is in order to:

- pool information about a child and their family,
- assess the level of known risk to this child and any other child in the family, and
- decide whether there are sufficient grounds for drawing up a multi-agency Child Protection Plan. (This was formerly described as placing the child on the Child Protection Register.)

The emphasis has moved away from seeing registration as the end product in order to make it clear that it is the agreed actions that will be undertaken under the Plan that actually protect the child, not their admission to a list. There will still need to be a local way for practitioners to check whether a child currently has a Plan – effectively creating the need for a register by any other name. However, this list may now be integrated within general child information systems rather than as a stand-alone 'register' as before. Normally, both the person who raised the concern and the school's designated person would be expected to attend the initial conference. Headteachers are required to provide the necessary cover to enable key people to be at the meeting. The school will also need to be represented at those conferences about cases where staff have information to share, even if the referral has come from elsewhere. Attendance should be seen as an absolute priority if you are invited, as conferences cannot take place without a sufficient range of agencies present. They inevitably happen at fairly short notice and may be lengthy.

Other education officers, such as education welfare officers or educational psychologists may also be invited, but only if they also have personal knowledge



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of the child/family. Everyone who attends will then be responsible for sharing in a corporate decision about whether the continuing level of risk justifies a Plan. If so, this decision will be reviewed after three and then six months. Attendance at these future conferences is just as important as attendance at the first one.

A REPORT FOR A CHILD PROTECTION CONFERENCE

What information will be needed from the school's representative? Local procedures may give further guidance but it is important to contribute information covering issues such as:

- educational progress in comparison with peers
- general health and emotional well-being
- the child's ability to relate to peers and staff
- attendance record
- parent/carer information (e.g. contact with school)
- any injuries seen or information given by child which has caused concerns
- the child's view of themselves and their family

Such information should be factual, balanced, fair and accurate and free of personal opinions and judgements, drawing attention to strengths within the family as well as weaknesses and risks. The report will be made available to parents, and if appropriate, to the child. If needed, an opportunity should also exist to share information without the parent present (if they are the alleged perpetrator), usually at the request of the police.

CORE GROUP MEETINGS AND THE CHILD PROTECTION PLAN

If a Plan is necessary, action will be required immediately after the conference. This was always the essential element in the procedure, not just adding the child's name to a list: the need to act has now been made more explicit. The designated person will need to take responsibility for ensuring that key school staff in contact with the child or young person are aware of their new status. They need to understand the implications of the Plan or other recommendations that may affect their actions (e.g. immediately reporting any unexplained absences or sudden changes in the child's behaviour, attitude or circumstances). The keyworker (a social worker) must be kept informed of any developments. The designated person will also need to ensure that



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minutes are securely stored and available for future reference. This includes passing records on in confidence to any subsequent school.

The core group is a small group of members of the initial conference. They will:

- devise the Child Protection Plan,
- monitor the day-to-day progress of the case,
- complete the Core Assessment of the child's needs (if this has not happened already), and
- review any on-going risks to the child's safety and welfare.

Crucially, this process also has to consider what action will have to be taken, including court proceedings, if the child continues to be at risk of significant harm or if progress in safeguarding their welfare is not being made. Even the Plan and the Assessment are only steps on the road to promoting the child's welfare; if that is not being achieved, other steps will be needed as well.

Core group meetings are likely to take place quite frequently, particularly in the early stages of the Plan, maybe fortnightly or monthly. Headteachers must ensure that staff are given the time to attend that is required. (This may even have to be in a school holiday.) The group is a sub-committee of the original Conference and all decisions must be ratified by the Conference or subsequent reviews. The importance of attending reviews and core groups cannot be over-emphasised. This will inform the planning process in keeping the child safe, enable information to be shared and ensure that the school remains fully informed of their current circumstances.

A Child Protection Plan should not last forever and, if things have improved, a subsequent review conference can 'de-register' the child again. This should not lead to the family then losing all the support that has been previously available. But once it has been established that the risk to the child has been diminished, this support should be offered in other, less invasive, ways that enable parents to make decisions without the need for more supervised arrangements (see Chapter 1).

OLDER CHILDREN AND YOUNG PEOPLE

Much of the most urgent child protection work relates to very young, and therefore very vulnerable children and babies, most of which is never seen by school staff. The issues can be somewhat more complex with older young people but the system is intended to provide protection for those up to 18. (Other procedures should also be in



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place to protect vulnerable young adults, e.g. in special schools.) However, things often have to be done differently when the young person is an active partner in determining their own level of risk. They may be engaging in risky sexual behaviour, self-harming or abusing substances. They may themselves pose a significant risk to other children, either physically or sexually, at school and in the community. This makes their needs a wider safeguarding issue, not just a disciplinary matter for the staff to deal with alone. In general, any actual or potential sexual activity involving a child under 13 and another person, adult or child, should always be considered a child protection issue in the first instance. Advice must be sought from specialist professionals before deciding whether to keep the information confidential. This is potentially an offence of 'statutory rape' as a child of this age cannot give informed consent. (This requirement need not, of course, include perfectly normal behaviours where very young children are simply curious about their own or other children's bodies.)

There is more discretion between 13 and 16. There is no automatic obligation on school staff to inform parents or agencies if the activity is said to be non-coercive and is within conventional boundaries between those of similar ages. However, no one should ever forget Ian Huntley and his serial abuse of younger girls, allegedly as their 'boyfriend'. Earlier action might have saved lives later. 'Abuse' still needs to be recognised as such and referred. Again, seek advice if you are unsure.

Gaining the young person's consent to any intervention will be crucial in the longer term, but, if the threshold of the risk of 'significant harm' is met, child protection concerns should still be raised even if the young person is not initially co-operative. Many behaviours present as self-induced but may also be a response to physical, emotional or sexual exploitation. It is essential in such situations still to see such a child as a child 'in need', entitled to protection, and not only as the source of their own difficulties and therefore somehow to blame for them.

ALLEGATIONS AGAINST STAFF

This is an area of considerable concern to teachers, not least because some children, especially those who are disaffected and experiencing social exclusion, may occasionally make allegations that have no basis. They are, after all children, who might be expected to behave in a childish way now and again! Adults may have often been unfair with them too and this may be one way of trying to get even. However, even if some cases have been mishandled, and some certainly are, 'professional abuse' is a reality, not wholly a myth and we need to be aware of it. School is an ideal to place to be if your intentions towards children are inappropriate. The danger is that



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our perceptions about these incidents may cloud our judgement on all other abuse issues as well.

Sometimes children or parents may seek to exploit a situation where there is no real basis for concern. Many other situations arise because of misunderstandings or misinterpretations. But the assessment that there is no cause for concern in a particular case should not be made by a headteacher alone without any consultation with others in the local authority who will have more specialist knowledge. All allegations with any substance at all need to be properly and independently investigated, outside the school.

ALLEGATIONS: DEFINITIONS

Working Together to Safeguard Children (2006) indicates that there are three circumstances in which child protection procedures must be invoked:

The framework for managing cases set out in this guidance ... should be used in respect of all cases in which it is alleged that a person who works with children has:

- behaved in a way that has harmed a child or may have harmed a child; or
- possibly committed a criminal offence against or related to a child; or
- behaved towards a child or children in a way that indicates s/he is unsuitable to work with children. (Appendix 5, para. 1)

The fairly wide definition in the guidance covers a range of incidents where a child may have been harmed by an adult or it is alleged that they have been. Parents and children have the right to make complaints and it is important not to send a signal that any complaint will be seen automatically as malicious or unfounded. There is always a danger that otherwise this will deter the child who has a genuine concern that someone in a position of trust is acting inappropriately towards them. We must be very careful not to suggest that such things cannot possibly happen here, should not be talked about and that the child will get into trouble if they do. The abuser may well be doing that already. Trivial allegations should be quickly identified and no further action may need to be taken once they have been investigated. A strategy meeting may not even be needed if the facts are clear, but those responsible for calling them must make that decision, not the school. Only those concerns that are 'demonstrably false' (i.e. with no basis in fact: not just a difference of opinion about something that did actually happen) need not be reported under local inter-agency procedures. As with any child protection investigation, only the police and



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Ben Whitney

Excerpted from *Social Inclusion in Schools*

social workers have the necessary powers to establish the facts. An 'investigation' by a headteacher has no validity if what is being investigated is a possible criminal offence, and this may leave everyone, including the teacher, feeling that the matter has never been properly concluded. This uncertainty is in no one's interests.

Concerns that reach the inter-agency process may still lie permanently on a professional's record, even if found to be untrue or unsubstantiated. The police may therefore reveal them during a subsequent Criminal Records Bureau check as 'soft' information. Understandably this is a worry for teachers. Since the Soham murders it is more likely that a wider range of information will now be disclosed, as sometimes this will still be relevant in deciding whether someone is suitable to work with children, even if there have been no offences proven. However, the police will not always see the need to disclose it and employers are also becoming more adept at determining what such information means. Many people who work with children and young people, especially those who are challenging, including residential care workers, police officers and others are in such a position, not just teachers.

If the facts indicate that there is a real risk to children or that a criminal offence which would result in disqualification from teaching may have occurred, any disciplinary procedure will have to be integrated with both police investigations and wider enquiries into child protection concerns, for example, within the individual's own family. This will be managed through a strategy meeting to which the headteacher or chair of governors should always be routinely invited as the person's immediate employer. There should be a minimum of intervention before this meeting has taken place to co-ordinate the response.

If suspension is required, that is a matter for the employer alone, though it is usually wise to act on any advice from the police or social worker. Unfortunately many of the more complex cases can take a considerable time to resolve but every local authority should now have an allegations manager whose job it is to oversee such enquiries and ensure as speedy a resolution as possible.

STAFF RECRUITMENT

Recruitment and selection procedures have become much more thorough since the Richard Inquiry into how Ian Huntley was appointed as a school caretaker, given his previous history of inappropriate sexual activity with under-age girls. Candidates for all posts that involve contact with children must expect to produce evidence of their qualifications and specific references that relate to the kind of post for which



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they are applying, not open references marked 'To whom it may concern'. Potential employers should speak directly to referees about the requirements of the particular job involved and CRB checks must be completed before the individual starts work. In due course regular checks are expected to become routine for all of us, not just when we change employers.

There has been a steep learning curve for some of those in education as the professional standards previously expected in social care appointments are now being applied across all of children's services. This happened in most residential schools and children's homes some years ago as result of the raised standards of the Children Act 1989. It is interesting that day schools have not always expected the same high standards of their staff that are applicable elsewhere.

It is especially important to discuss the boundaries of appropriate conduct with newly qualified staff who may not have had much previous opportunity to do so. Similarly there may be risks to be addressed with more experienced staff who may not yet have accepted the kind of scrutiny and accountability that now has to be in place. This is all intended to deter the person who may pose a risk. For those who do not, it may be irksome at times but all this has to be seen as a necessary precaution, in children's best interests and, ultimately, in our own as well.

CONCLUSION

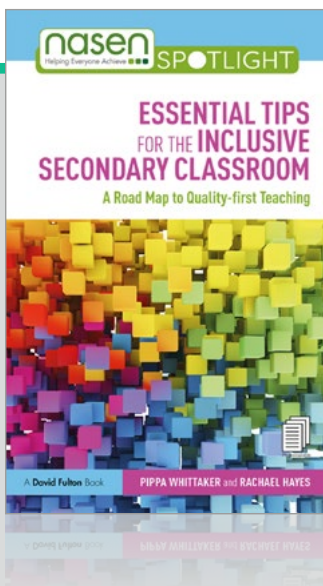
No one wants to have to deal with a child protection issue and you may go for years without being in that position. If policies and procedures are in place, and followed as they should be, it should be less stressful when the time comes than if you are left to sort it for yourself. Things often do not turn out as well as we might have hoped; family secrets once uncovered can have a devastating impact in both the short and the long term. Confidence among teachers in how other professionals will deal with their concerns is often low. Those in other agencies often feel the same about teachers' capacity to make appropriate referrals as they should. There is a constant need for dialogue and joint training in order to establish good working practices.

We have to get past such mutual suspicion if we are to make a difference in children's lives as the social inclusion agenda requires. Here in particular, professionals need to trust each other and learn to work together. If we cannot, it can only be worse for the children and young people we are supposed to be protecting. The historically poor outcomes of those children have been a blight on young lives that we must always seek to avoid wherever humanly possible.

CHAPTER

5

EXCERPTS FROM *ESSENTIAL TIPS FOR THE INCLUSIVE SECONDARY CLASSROOM*



This chapter is excerpted from
Essential Tips for the Inclusive Secondary Classroom
by Pippa Whittaker and Rachael Hayes.

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EXCERPTS FROM ESSENTIAL TIPS FOR THE INCLUSIVE SECONDARY CLASSROOM

Pippa Whittaker and Rachael Hayes

Excerpted from *Essential Tips for the Inclusive Secondary Classroom*

DATE SHARED

Mental health problems can too often be treated as the 'poor relation' of other disabilities, and people with mental health conditions are often subjected to misunderstanding, stigma and other people's embarrassment. Make sure your classroom is a place where mental health is respected- avoid using terms such as 'mad', 'mental', 'OCD', and 'insane' flippantly.

Instead, be prepared to invest some time in upskilling yourself so that you can talk clearly and confidently about mental health problems as and when the subject arises. The Young Minds, Mental Health Foundation and NHS websites are a good starting point for this.



EXCERPTS FROM ESSENTIAL TIPS FOR THE INCLUSIVE SECONDARY CLASSROOM

Pippa Whittaker and Rachael Hayes

Excerpted from *Essential Tips for the Inclusive Secondary Classroom*

DATE SHARED

Young people with mental health difficulties need the chance to 'connect' with trusted adults and peers. Where possible, be available to listen, without trying to find an immediate answer or making a judgement of their situation.

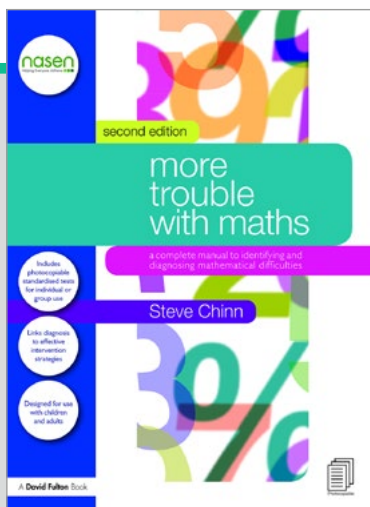


CHAPTER

6

MATHEMATICS ANXIETY

WHICH TOPICS AND ACTIVITIES CREATE ANXIETY?



This chapter is excerpted from
More Trouble with Maths
by Steve Chinn

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Maths anxiety: An intense lifelong fear of water flowing into a bath when the plug is not in.

(after Rick Bayan)

Maths anxiety: The numbers are getting bigger.

(newspaper headline)

Many people confess to being anxious about mathematics. It is socially acceptable in Western culture to admit to having low abilities with numbers, a strategy that often lowers mathematics anxiety in adults by lowering expectations. So, if expectations of ability can be fore-stalled, then poor performance and anxiety have less impact on self esteem. This strategy does not always work and many people suffer from low self esteem as a consequence of what they perceive as a personal failure.

Researchers have offered descriptions of mathematics anxiety, focusing on different causes and consequences; for example, it has been defined as a 'feelings of tension, apprehension or fear that interfere with mathematics performance' (Richardson and Shuinn, 1972) or as 'a state of discomfort which occurs in response to situations involving mathematics tasks which are perceived as threatening to self-esteem.' (Cemen, 1987 quoted in Trujillo and Hadfield, 1999). Richardson and Shuinn focus on the impact of anxiety on cognitive performance while Cemen considers the impact on self-esteem, an affective issue. These two focuses illustrate the multifaceted influence of anxiety on the ability to learn mathematics and on the confidence to learn mathematics.

The multifaceted nature of anxiety was also noted by Datta and Scarfpin (1983) who identified two types of mathematics anxiety which they described by the factors that cause them. One is caused by mental blocks in the process of learning mathematics and the other is a result of socio-cultural factors. Mental block anxiety may be initiated, for example, by a mathematics symbol or a concept that creates a barrier for the person learning mathematics. This could be the introduction in algebra of letters for numbers or the seemingly inexplicable procedure for long division or failing to memorise the 'basic' multiplication facts. This type of mathematics anxiety may be addressed by appropriate teaching, if the mathematics curriculum allows for this, both in time and in structure.

Ashcraft *et al.* (1998) have shown that, under certain circumstances, anxiety can adversely affect the working memory that is used for mathematical tasks. Working memory has been shown to be a significant predictor of mathematical achievement



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(Keeler and Swanson, 2001). Thus anxiety does not just block the willingness to learn, it can also reduce the capacity of one of the key sub-skills needed to succeed (see also Chapter 5).

Socio-cultural mathematics anxiety is a consequence of the common beliefs about mathematics, such as 'only very clever (and possibly slightly strange) people can do mathematics' or that 'there is only ever one right answer to a problem' (thus it is very judgmental) or 'if you cannot learn the basic facts you will never be any good at mathematics'. This type of mathematics anxiety may well lead to mathematics phobia, but it also sanctions people to admit in social situations that they are unable to do mathematics.

Hadfield and McNeil (1994) suggest that there are three causes of mathematics anxiety, environmental, intellectual and personality. Environmental anxiety includes classroom issues, parental pressure and the perception of mathematics as a rigid set of rules. Intellectual anxiety includes a mismatch of learning styles and teaching styles (see also Chapter 10), and self-doubt and personality factors include a reluctance to ask questions in class and low self-esteem. From my experience as a teacher I consider this 'triple causes' construct to be realistic in that it considers many, often inter-related factors. The anxiety questionnaire used in this chapter was structured to reflect these factors.

Anxiety can be facilitative or debilitating. Unfortunately mathematics anxiety is almost always debilitating and even painful. Recently, using the ever-increasing sophistication of techniques for scanning brains, Lyons and Beilock (2012) found that regions in the brain associated with threat and pain are activated on the anticipation of having to do mathematics.

Mathematics anxiety can impact on many aspects of learning, for example, in a classroom study (Chinn, 1995) comparing the errors made in basic computation by dyslexic and non-dyslexic students, the error patterns and frequency of particular errors were not different in the two groups with one notable exception, the error of 'no attempt'. Although this error occurred with both groups, the frequency of this error was much higher within the dyslexic group.

This behaviour avoids failure. The fear of failure and negative evaluation exacerbates feelings of anxiety. All learning involves taking risks, but the extremely judgmental nature of mathematics intensifies the sense of risk and thus can soon discourage children from being involved in mathematics tasks. There was ample evidence

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[Chinn, 2012] of this 'error' in use in the 2500+ scripts used to provide data to make the 15-minute mathematics test a norm-referenced test (Chapter 8).

Lundberg and Sterner (2006) commented on the importance of being aware of the affective factors on learning mathematics:

However, over and above the common cognitive demands and neurological representations and functions, performance in reading and arithmetic is influenced by a number of motivational and emotional factors such as need of achievement, task orientation, helplessness, depression, anxiety, self-esteem, self-concept, locus of control.

Two consequences of the impact of mathematics anxiety on the processes of learning mathematics were noted by Skemp (1986). He observed that the reflective activity of intelligence is most easily inhibited by anxiety. Skemp (1971) also explained how an over-reliance on rote learning as a dominant culture in mathematics may lead to anxiety and loss of self-esteem for many pupils. Unfortunately, thirty-five years later, a 2006 report shows that little had changed in England with the culture of mathematics education. 'Evaluation of mathematics provision for 14–19-year-olds' a report by Ofsted, the English Government school inspection body, noted that, 'Mathematics became an apparently endless series of algorithms for them (*students*), rather than a coherent and inter-connected body of knowledge.'

Mathematics is a unique subject in the school curriculum in that most of the questions that pupils have to answer have only one correct answer. Mathematics in schools is thus inherently judgmental in that answers are either right or they are wrong. This situation, combined with many other factors such as an unsuitable curriculum (in both content and style), the culture of doing mathematics quickly and the over-reliance on rote learning and can lead pupils towards a negative attributional style (Chinn, 2004 and Chinn and Ashcroft, 2016) and ultimately learned helplessness (Seligman, 1998).

It could be claimed that the culture of speed and absolute accuracy conflicts with the confidence that has to be nurtured to develop estimation skills or problem solving skills.

Mathematics helplessness can, not surprisingly, persist into adulthood. For example, Zaslavsky (1999) looked at over 200 mathematics 'autobiographies' from mathematics anxious people in the USA. She observed a common thread. The respondents felt powerless, out of control and lacking in self-esteem.



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There is a concern that mathematics abilities in the adult population of the UK are unacceptably low (Confederation of British Industry, 2006). Anxiety will be one of the contributing factors to the situation where approximately 50 per cent of the adult population cannot do mathematics at a level beyond that they were taught when 11 years old.

The mathematics anxiety questionnaire in this chapter looks at the anxiety levels of students in secondary education, which is the stage in education where students approach adulthood and a stage when many children reach their 'mathematical limit'. The national examination at 16 years is critical for future career options.

There may well be a connection between significantly low achievement in mathematics and anxiety. For example, if mathematics anxiety reached a level where the student withdrew from any future learning and this occurred early in his schooling, then he may well present with seriously low mathematics achievement levels. A contributing factor to this scenario could be a mismatch between the learner and the instruction he receives, hence the inclusion of a chapter on cognitive (thinking) styles in this book.

In a small study Chinn (1996) looked at the relationship between WISC scores and the grades achieved in GCSE mathematics by dyslexic pupils at a specialist school. Although the correlations between the various sub-scores and mathematics grades were interesting, a key, informal outcome came from the results for the average band of students where affective factors played the dominant role. Although I had no standardised measure of these factors I was well aware of individual attitudes, motivation and anxiety from my weekly experience of teaching each student for at least one of their mathematics lessons.

I suggest that some measure, or at least some investigation, of anxiety should be a part of any diagnostic protocol for mathematics learning difficulties and dyscalculia.

One set of data for the anxiety questionnaire in this chapter came from the responses from 442 dyslexic male students, provided by nine schools from the Specialist Provision and Special Unit categories of CReSTeD (Council for the Registration of Schools Teaching Dyslexic Students). There were not enough responses from female dyslexic students to make a viable sample.

A further set of responses came from 2084 mainstream students, provided by nineteen schools from around England. Five of these schools were independent. The sample was taken from Year groups 7 to 11. Students enter secondary education in

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Year 7 at age 11 years and will be 16 years old at the end of Year 11. The schools were selected to provide a geographical spread across England.

THE MATHEMATICS ANXIETY QUESTIONNAIRE

The questionnaire is a mixture of items focusing on different activities which might cause anxiety. For example, some items refer directly to specific tasks in mathematics, such as long division. Others relate to classroom activities, such as mental arithmetic, others to the culture of mathematics such as having to do mathematics questions quickly and others to social aspects such as showing a mathematics report to Mum or Dad. As English education remains in the grip of almost obsessive levels of testing, the questionnaire includes items related to this all too frequent experience.

However, to balance this opinion on testing, one of the conclusions from the National (US) Mathematics Advisory Panel's study on learning mathematics was that testing aids learning by requiring the recall of content-relevant information. As ever, I suspect that this does not apply to all students.

The students' grades for the anxiety caused by each item, using a Likert scale of 1 to 4, where 1 is 'never anxious' and 4 is 'always anxious' are, obviously, entirely subjective. This removes any fear of negative evaluation and can be used to create a relaxed and open discussion between tester and subject.

The questionnaires were presented and read to the students by teachers in each of the participating schools. The results were analysed as 15 groups: males and females for each of the five year groups and male dyslexic students for each year group.

The average 'score' was calculated for each item for each group. The twenty items from the questionnaire were then ranked for each group. This latter information is probably the most useful.

The maximum possible score on the questionnaire is 80. The minimum possible score is 20. On the basis that a rating of the 'often' anxiety level was 3 and that there are 20 items, the percentages of students scoring at 60 and above were calculated for each group to provide an indication the prevalence of high levels of anxiety.

The group showing the greatest anxiety as measured by the 'high anxiety scores' (>59) were Year 7 dyslexic males. The percentage of high anxiety scores for dyslexic students then decreased, probably due to good management of the affective domain

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issues in the specialist schools, but with a slight increase in Year 11. There was an increase in high anxiety scores (>59) for females in Year 11 with values higher than those for the males. Year 11 is the GCSE (national) examination year in England.

Scores on this questionnaire are not absolute. They could be influenced, whether as a total, or in the ranking of an individual item, by many factors. Empathetic discussion with the subject may reveal these influences.

Also, an individual score on the questionnaire may not reflect the true levels of anxiety in every student, for example, a Year 8 female scored a close-to-average total of 45, but wrote on her questionnaire, 'I hate mathematics. I can never do it. If I'm with the right teacher, then I can do it easily, but I cannot'. Again we have to remember that the scores are, inevitably, subjective.

An interesting response came from a 14-year-old whose mathematics anxiety was so severe he was self-harming in mathematics classes. He rated the first nineteen items as a 4, 'always anxious', but rated item 20, 'taking an end of term maths exam' as 1, 'never anxious'. This item was ranked highest by all groups. I asked, without revealing my surprise, why this did not create any anxiety. His unique answer was that 'the key words are *end of term*'. Encouraging a relaxed ethos of discussion in an assessment leads to the acquisition of much more information than could be obtained from a computer-based assessment.

The scores for high anxiety in mathematics show that between 2 per cent and 6 per cent of mainstream students experience high levels of anxiety about mathematics, at a level which suggests they are 'often' anxious. Dyslexic males do not consistently show greater percentages of high anxiety across the year groups, but the comparatively high percentage in Year 7 is notable. A possible hypothesis is that Year 7 could be their first year in specialist education and the benefits of specialist provision have yet to take effect.

REFLECTIONS ON THE SCORES FROM THE QUESTIONNAIRE

The responses to the questionnaire could almost be considered as a reflection of pupils' experiences of mathematics or consumer feedback on mathematics, the mathematics curriculum and the mathematics culture that the student experiences. This will apply to any country, but the scores here are from England.

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There are more similarities between the groups than there are differences. However, females tended to score with slightly higher levels of anxiety than males, and dyslexic males tended to score with higher levels than mainstream females or males. These differences were not significant. The average total scores across year groups were close. There was no consistent trend, up or down, from Year 7 to Year 11, although there is an indication of increased anxiety in Year 11, the year in which students take the national GCSE examination.

The same observation regarding similarities applies to the separate items in the test. For example, 'long division without a calculator' (item 5) was ranked from second to fourth for all but one of the ten mainstream groups and the dyslexic groups. This could well be a reflection on the way division is taught and understood and the feelings of failure that many students experience with this operation. The traditional algorithm does make many demands on several sub-skills, not least of which is memory for basic facts and sequential memory. There is also a significant contribution from the ability to organise work on paper.

One of the demands of mathematics is that answers are produced quickly. Item 13 concerning this issue was ranked highly by all groups, while the dyslexic males ranked it higher than mainstream males in all year groups.

Not surprisingly the 'End of term exam' (item 20) ranked first for all fifteen groups. 'Taking a written mathematics test' (item 3) and 'Waiting to hear your score on a mathematics test' (item 15) were also consistently ranked as causing high anxiety. It could be that our current test culture makes a significant contribution to mathematics anxiety. There is a test anxiety inventory, the TAICA (Lowe and Lee, 2005) which was used to research the impact of tests on students with (and without) learning disabilities (Whitaker Sena *et al.*, 2007).

'Following your teacher's explanation of a new mathematics topic' (item 19) did not rank highly, though for dyslexic males in Years 7 to 9 it was ranked two or three places higher than for males in mainstream.

More surprisingly, but then perhaps an indirect comment on our consumer society as well as the way purchases are processed in shops, the item on 'money when shopping' was ranked as eighteenth, nineteenth or twentieth for the mainstream groups and for three of the dyslexic year groups. For Years 8 and 9 dyslexic males it ranked as sixteenth.



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Items concerning anticipation, 'Opening a mathematics book' (Item 12) and 'Knowing that the next lesson will be mathematics' (item 1) ranked towards the bottom of the list for all groups.

When the ranks were averaged and compared for the mainstream groups and for the dyslexic groups, then the differences that stood out were for item 7 (long multiplication without a calculator) and item 14 (learning the hard times table facts). The dyslexic students rated both of these items much higher for creating anxiety. The items on answering questions quickly and on long division without a calculator were also rated higher than in the mainstream sample, but since these two items were ranked high out of the twenty items by the mainstream sample, the difference was less marked.

Item 15 (hearing your score on a mathematics test) was ranked much lower by the dyslexic group than the mainstream pupils, which may be due to the specialist schools managing this issue more sensitively.

Perhaps the relatively low ranking of word problems (item 4) was unexpected, but the high ranking of long division and fraction questions was not a surprise. It could be that the seemingly irrational procedures taught for these two topics inevitably lead to anxiety. It is interesting to note the much lower ranking of anxiety levels for division when a calculator is available, but experience tells me that this is not necessarily an educational, in the sense of the understanding of mathematics, benefit.

There were relatively few gender differences in ranking in my data, but in a study by Devine *et al.* (2012) of British students aged 11 to 14 years, they found that girls showed higher levels of mathematics anxiety than boys and that high levels of mathematics anxiety were related to poorer levels of mathematics performance. Despite this, the study showed no gender difference in mathematics performance.

The results of the survey using the questionnaire highlighted some of the cognitive and affective areas of mathematics that create anxiety for students in secondary schools in England. The levels of anxiety are relatively consistent across ages and gender and dyslexic males, with the same items being ranked similarly in all of the groups.

Examinations and tests created high anxiety levels in all groups. The lower anxiety levels in dyslexic students for tests show that this anxiety can be managed, but the universal top ranking of the end of term mathematics exam (item 20) for all groups shows that students view this activity negatively.



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The educational goal is to develop mathematical resilience in students (Lee and Johnston-Wilder, 2015).

HOW TO ADMINISTER THE MATHEMATICS ANXIETY QUESTIONNAIRE

A questionnaire for adults is available (free) on my website, www.stevechinn.co.uk.

The questionnaire can be used in its entirety or questions can be selected. It can be done independently by the student, before or during the assessment/diagnosis, or in conversation with the student. It should be a low-stress activity and provide ample opportunity for questioning and discussion. This makes it an ideal early contributor to an assessment.

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HOW I FEEL ABOUT MATHEMATICS TEACHER'S SHEET

The twenty items on this sheet are about mathematics and your feelings when you have to do each one of these things. I would like you to listen to each item and then decide how anxious that situation makes you feel.

If it **never** makes you feel anxious write **1** in the space, if it makes you feel anxious **sometimes** write **2**, if it makes you feel anxious **often** write **3** and if it **always** makes you feel anxious write **4**. So the scores range from 1 for 'never anxious' to 4 for 'always anxious'.

- 1) Knowing that the next lesson will be a mathematics lesson
- 2) Being asked to do mental arithmetic during a mathematics lesson
- 3) Having to take a written mathematics test.
- 4) Doing word problems.
- 5) Doing long division questions without a calculator.
- 6) Doing long division questions with a calculator.
- 7) Doing long multiplication questions without a calculator.
- 8) Doing fraction questions.
- 9) Revising for a mathematics test that is going to be given the next day.
- 10) Doing mathematics homework.
- 11) Looking at the marks you got for homework.
- 12) Opening a mathematics book and looking at the set of questions you have to do.
- 13) Having to work out answers to mathematics questions quickly.
- 14) Trying to learn the hard times tables facts.
- 15) Waiting to hear your score on a mathematics test.
- 16) Showing your mathematics report to Mum or Dad.
- 17) Answering questions the teacher asks you in mathematics classes.
- 18) Working out money when you go shopping.
- 19) Following your teacher's explanation of a new mathematics topic.
- 20) Taking an end of term mathematics exam.

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HOW I FEEL ABOUT MATHEMATICS STUDENT SHEET

Name Male/Female Date

Year Group Date of Birth

Does the situation make you anxious?

1 never **2** sometimes **3** often **4** always

Write your answers here

- 1) ___ The next lesson
- 2) ___ Mental arithmetic
- 3) ___ A written mathematics test
- 4) ___ Word problems
- 5) ___ Long division questions without a calculator
- 6) ___ Long division questions with a calculator
- 7) ___ Long multiplication questions without a calculator
- 8) ___ Fraction questions
- 9) ___ Revising for a mathematics test
- 10) ___ Mathematics homework
- 11) ___ Looking at marks for your homework
- 12) ___ Opening a mathematics book
- 13) ___ Working out mathematics answers quickly
- 14) ___ Learning the hard times tables
- 15) ___ Hearing your score on a mathematics test
- 16) ___ Showing your mathematics report
- 17) ___ Answering questions in mathematics classes
- 18) ___ Working out money when shopping
- 19) ___ Following your teacher's explanation
- 20) ___ Taking an end of term mathematics test

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Table 7.1 • The average total score, the standard deviation for each group and the sample size

Group	7M	7F	7D	8M	8F	8D	9M	9F	9D	10M	10F	10D	11M	11F	11D
Average	37.4	40.6	44.5	37.7	40	40.4	36.7	39.7	38.5	35.3	38.6	37.6	36.9	41.5	40.5
St Dev	10.6	10.2	11.7	12.4	10.8	11.5	11.0	10.6	9.9	10.4	10.6	10.9	11.3	11.4	10.5
Sample size	255	236	59	190	212	88	251	172	119	199	198	107	178	193	69

Total sample: 2526

Table 7.2 • Percentage of students in each group with high anxiety scores (scores >59)

Group	7M	7F	7D	8M	8F	8D	9M	9F	9D	10M	10F	10D	11M	11F	11D
% >59	3.9	4.3	10.1	6.1	6.2	5.7	3.1	3.5	6.7	2	3.5	4.7	3.4	5.3	2.9

Table 7.3 • The rank order for each item for each group

Item	7M	7F	7D	8M	8F	8D	9M	9F	9D	10M	10F	10D	11M	11F	11D
1	17	17	18	19	17	19	17	17	18	17	18	17	17	18	18
2	14	9	12	14	6	11	10	9	14	16	9	14	12	8	14
3	3	4	5	2	2	5	4	2	4	3	3	3	3	4	6
4	12	16	13	13	13	10	14	10	11	11	14	11	10	12	11
5	2	5	3	3	4	2	3	4	2	4	4	2	4	2	2
6	20	18	20	17	19	20	18	18	20	19	17	18	18	17	17
7	9	11	7	7	10	6	15	11	13	8	11	9	13	10	9
8	8	7	6	12	6	7	8	8	8	7	6	6	8	7	4
9	6	6	3	4	9	4	5	6	4	5	8	5	5	5	6
10	10	13	15	9	14	15	11	16	13	10	13	13	13	16	8
11	16	14	14	16	15	17	9	14	16	14	14	16	16	15	15
12	18	19	17	17	20	18	20	20	19	20	19	20	19	20	20
13	5	2	2	5	5	1	6	5	3	6	7	4	6	6	5
14	11	12	7	10	8	9	16	11	7	13	12	8	15	13	13
15	4	3	9	6	3	8	2	3	6	2	2	6	2	3	3
16	6	8	11	8	11	12	7	7	8	9	10	10	7	9	9
17	15	10	16	15	12	14	12	13	15	12	5	12	9	11	16
18	19	20	19	20	18	16	18	19	16	18	20	19	20	19	19
19	12	15	10	15	16	12	13	15	10	15	16	15	11	14	11
20	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1