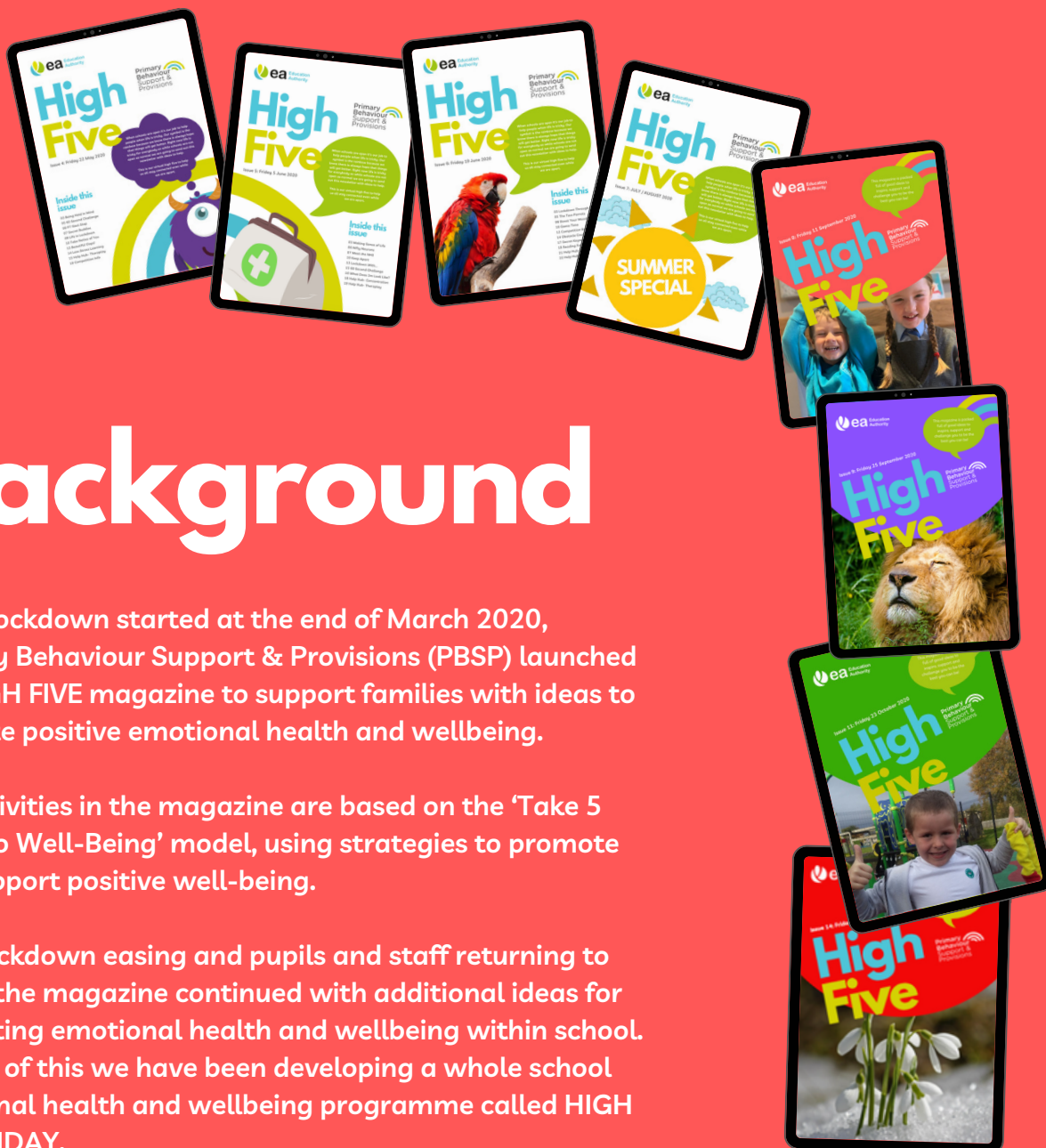


Information Booklet





Background

When lockdown started at the end of March 2020, Primary Behaviour Support & Provisions (PBSP) launched the HIGH FIVE magazine to support families with ideas to promote positive emotional health and wellbeing.

The activities in the magazine are based on the 'Take 5 Steps to Well-Being' model, using strategies to promote and support positive well-being.

With lockdown easing and pupils and staff returning to school the magazine continued with additional ideas for supporting emotional health and wellbeing within school. As part of this we have been developing a whole school emotional health and wellbeing programme called HIGH FIVE FRIDAY.



The Programme

HIGH FIVE Friday is an ongoing whole school emotional health and wellbeing programme. Schools will dedicate every second Friday to focus on embedding nurture principles, complete activities featured in the magazine and use the Take 5 framework to deliver their day's learning.

It is time and space for every member of the school community to step back and focus on enjoying each others company.

The programme follows the Take 5 model and is shaped by three core principles:

Everyone belonging

Reducing tension

Raising self awareness



The Core Principles

Everyone belonging

HIGH FIVE Friday is an opportunity for the whole school community to reconnect. Staff, classes, parents- everyone belongs. No matter what has happened in days previous, everyone participates. HIGH FIVE Friday is an intentional day set aside to promote positive emotional health and wellbeing. This means that it should not be viewed as a reward to be earned or a privilege to lose.

Reducing tension

HIGH FIVE Friday provides space to step out of the pressures present in daily school life. It is a day with low demands, increased choice and activities built around the Take 5 steps to wellbeing. It is an opportunity to hit the reset button.

Raising self awareness

HIGH FIVE Friday allows time to take notice and reflect on events in our lives over the last two weeks. An opportunity to stand still and a safe space to make sense of our lives right now.

Developing the Programme in Schools

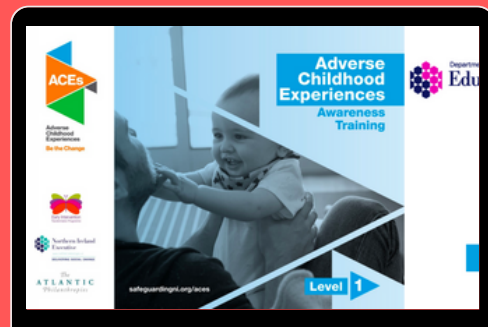
Schools involved will:

- Have access to a range of resources on the High Five Resource Hub
- Be a part of developing resources for this programme which will be shared on the High Five Resource Hub
- Have opportunities to share ideas with participating schools, via the High Five Magazine
- Access ongoing planning support from PBS&P staff as needed

Schools will have access to the following training for dissemination to school staff:



An Introduction to High Five Friday and Take 5
(1.5 hours)



Trauma Informed Practice (TIP) Level One online training

Involvement



One lead staff member works with the team in school and connects with PBS&P staff to share ideas.



A High Five Friday team is formed in school to plan and review the programme. This team is made up of teaching, non teaching staff and pupils.



Classes and staff groups work together to plan High Five Fridays, taking ideas from the school team and sharing ideas.

High Five Friday Structure

The Morning

First we hit pause. We take time to reconnect, reflect and take notice. The morning follows a consistent routine built around stepping back. Ideas for specific connect activities will be available through the High Five newsletter.



Morning Ritual
Daily mile, primary movements, news, relaxation etc.

High Five Journal
Pupil reflection on their school week (proformas and lesson provided)

Connect
Circle Time /
Assembly / Specific connect activities

High Five Friday Structure

The Afternoon

The rest of the day is built around Take 5 activities. Build in choice around these and let classes design what this looks like. Consider a range of less structured activities alongside lessons designed to promote positive skills and qualities. Ideas can be found in the High Five magazine and High Five Resource Hub. A lot of the activities will overlap with more than one Take 5 category so there will be plenty of opportunity to connect and keep learning in the afternoon.



Take Notice

Give

Be Active

High Five Friday Structure

The Adults

Class based adults will experience Take 5 activities throughout the day alongside their pupils. During the programme work to expand this to allow all adults in school an opportunity to be part of High Five Friday with a focus on everyone belonging. This may be non class based staff taking part in activities with pupils or it may be specific Take 5 activities for staff to engage in together.

We will also develop ways for parents to be encouraged to engage in Take 5 Steps to Wellbeing.





Resources

There are a number of resources available to give schools a start. These will be added to as participating schools develop more activities and share good ideas.

For now we have 47 issues (and counting) of the High Five Magazine to draw on and a bank of further activities developed by schools. Access to the High Five Resource Hub will be shared shortly.





The 6 Principles of Nurture

1. Pupil's learning is understood developmentally

Staff respond to pupils at their emotional/developmental level - not expected academic level. The response to the individual young person is “as they are”, a non-judgemental and accepting attitude.

2. The classroom offers a safe base

Importance of structure and predictability. Adults are reliable and consistent in their approach —working together supportively. Adults recognise the link between emotional containment and cognitive learning. Relationships are key. We need to feel safe and to trust our environment and the people around us to progress.

3. The importance of nurture for the development of self-esteem

Listening and responding to pupils - showing they are valued and thought about and kept in mind. Understanding the young person’s internal working model of themselves, others and the world. Recognising - their view of themselves - bad, unlovable, who thinks things are their fault. Creating a safe place to make mistakes. They know their next steps, how to move forward and improve. They feel their voice is valued and worthwhile. Opportunities for consultation.

The 6 Principles of Nurture

4. Language is a vital means of communication

Language is more than words – a way of putting feelings into words (body language, eye contact etc) Pupils are helped to understand and express their feelings - opportunities for extended conversations. Informal opportunities for talking and sharing. Language has to be heard, used, practiced and relevant to the situation. Develops sequentially. Modelling of nurturing relationships - respectful, consistent and positive interactions. Language used by adults is consistent with nurture, so that all are supported to feel:

- You belong here
- You are welcome here
- I like you
- You are safe here
- Your feelings are okay with me
- You can explore and learn
- You can work with me
- I will be thinking about you, and keeping you in mind
- I believe in you

5. All behaviour is communication

Given what I know about this young person and their development - what is this pupil trying to tell me? If a young person senses that their feelings are understood this can help to diffuse difficult situations. Understanding what a pupil is communicating through behaviour helps us to respond in a firm but non-punitive way (not provoking or discouraging).

- We need to feel safe, to trust our environment and the people around us so we can develop new modes of behaviour
- We are aware of the relevance of pupil's non-verbal language – We are attentive and attuned to it
- We are aware of our own emotions and how this links to our communication behaviour – AND subsequently how this can impact a pupil's behaviour
- The function of negative behaviour is understood – we can explore these - high quality collaborative problem solving
- The overall approach should aim to be restorative “in essence”

6. The importance of transition in our pupil's lives

Staff acknowledge the feelings aroused by transitions. Understand even small changes in routine (e.g. coming to school, unstructured times, a visitor, a supply teacher,) can be overwhelming and unsettling for some young people. Experiencing good relationships (and nurture) is the best predictor for learning readiness.