

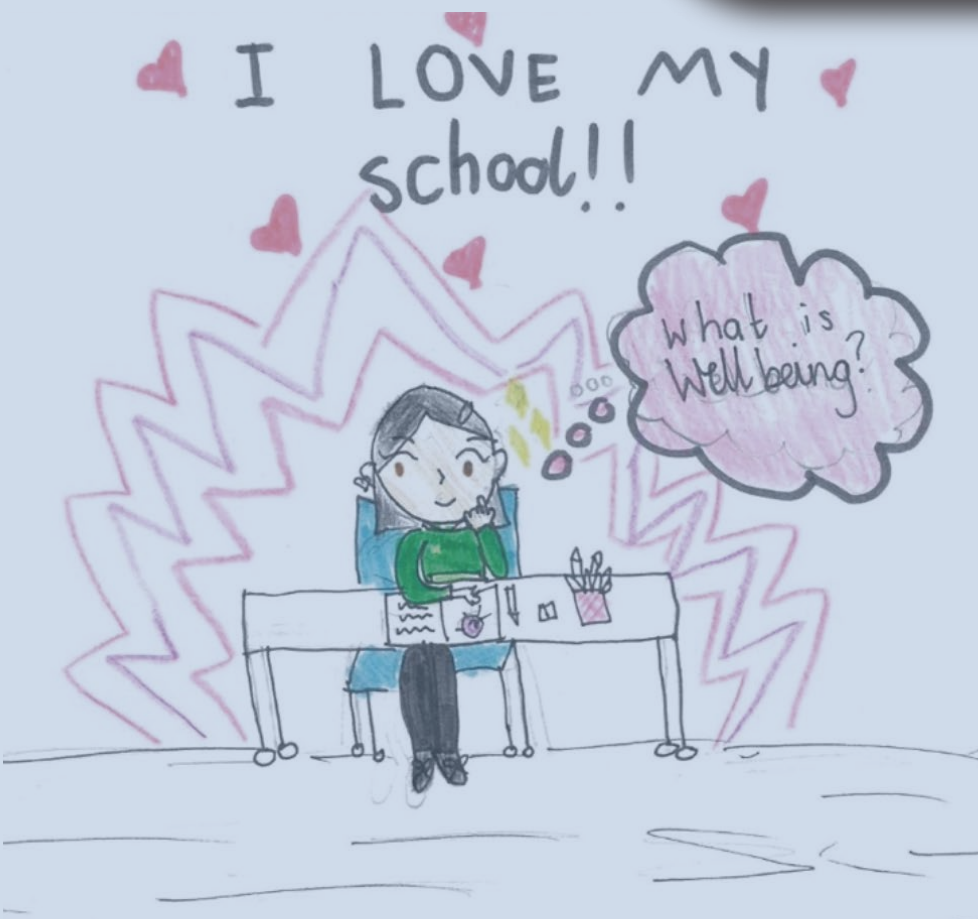


University of
South Australia

THE WELLBEING CLASSROOM AS A WHOLE SCHOOL APPROACH

Impact Evaluation - April 2020

Executive Summary Report



Prepared by
NOVA
SMART SOLUTIONS

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RESEARCH SUPPORTED BY:

Salisbury Communities for Children



IN SUMMARY

This is a report on the evaluation of a school-wide wellbeing approach in a South Australian primary school, implemented over four years. The common language and relationship strategies of the Wellbeing Classroom Approach support the manifestation of a wellbeing culture at the school. This means that **children were able to experience a social environment of positive interaction**, learn how to identify their own and others' feelings, and explore new ways to support their social skills, development and emotional wellbeing. This is especially important for children who have experienced trauma and chronic stress.

Individualised therapeutic responses to children experiencing behavioural difficulties are limited when the culture of their social environment remains hostile, stigmatising and exclusionary. By working to actively model and value pro-social qualities, **children and staff were able to develop positive relationships based on mutual trust**.

The Wellbeing Classroom Approach was found to have positive outcomes for the whole school, its staff, students and families. This transformation of school culture was achieved over time through committed leadership; flexible and adaptable use of strategies and resources; and a shared language and authentic partnerships with staff and students.

The impact of implementing the Wellbeing Classroom Approach across the whole school was evaluated over the years 2015-2018, with data collected in 2019. This report highlights evaluation information that indicate the approach had overall positive impacts on reading and literacy achievement (NAPLAN results 2014-2018), and behavioural outcomes (School Wellbeing Audit 2018), including:

- 14%** reported bullying and harassment incidents (2018 vs 2017)
- 49%** students indicating they had been bullied (2018 vs 2016)
- +2.74%** increased overall school attendance (2018 vs 2016)
- +50%** number of EALD families accessing family support and health services (2018 vs 2017)
- +70%** number of EALD families attending family learning events (2018 vs 2017)

The evaluation is also supported by qualitative research (interviews and focus groups), and an additional data source which comprised a collection of children's drawings on the topic, *'Me at School'*.

For further information, including child readiness for school (AEDC school records 2015-2018), refer to the full report, *'The Wellbeing Classroom as a Whole School Approach: Impact Evaluation'*.

INTRODUCTION

01



The Wellbeing Classroom Approach is a positive action framework implemented in care and education sites in South Australia for children aged 5-12 years. It has been implemented in over 50 primary school classrooms across South Australia since 2012. The challenge of this innovative approach is to create a safe supportive space for children to develop a sense of belonging and success.

In 2015 a public primary school in a northern suburb of Adelaide resolved to implement the Wellbeing Classroom Approach on a whole school basis in a bid to improve children's social and emotional capacities at school. Extending the concept from individual classrooms to a whole school approach provided opportunity to change the school culture through year-on-year embedding of staff and student knowledge-sharing of social and emotional skills.

The school is located in a low-income area, and at the time of this report was rated '2' on the South Australian Schools Index of Disadvantage, where one is most disadvantaged and seven is least disadvantaged (Department for Education 2017).

The approach was developed in a partnership between the school, Schools Ministry Group, Salisbury Communities for Children and a research team from Education Futures, University of South Australia. A report documenting the processes of the Wellbeing Classroom Approach was published in 2014 (McInnes, Diamond & Whittington 2014).

The limits of conventional exclusion responses in schools to children's difficult behaviour prompted the Wellbeing Classroom Approach developers to consider a more holistic approach to the trauma experiences which children bring to their school classrooms. It involves teacher professional development in trauma-informed pedagogy, explicit teaching of wellbeing, social and emotional learning resources for children, and family involvement in social and emotional learning activities.

The flexibility of using an 'approach', rather than a 'program' of specified steps and resources, enables:



Social and emotional learning resources and strategies to be tried and tested, adapted or abandoned according to their utility and fit within the school.



Different elements to be adopted according to the dynamics of the classroom, the needs and characteristics of students and their families, and the teacher's orientation to the class.



Staff and student engagement in developing the strategies and resources relevant to the school community.

This study has not explicitly included data on the costs and benefits of the Wellbeing Classroom Approach; however, the resource emphasis has been contained within normal school funding and operation provisions of the South Australian Department for Education.

Estimated
hours
spent over

40
weeks



366 Students
at time of data
collection



21,960



18 Wellbeing Agents



1,800



17 Class Teachers



1,360



Wellbeing Coordinator



200



Principal



120

TOTAL
25,440
hours across a year

Expenditures on pedagogy resources, such as *Kimochis* (social-emotional development learning kits) and Wellbeing Practitioners (Schools Ministry Group), align with school budget and operational structures. All members of the school community made a committed, coordinated, and cooperative effort, which, combined with strong leadership, enabled this achievement. The study has not identified any other forms of increased risk, loss or cost arising from the Wellbeing Classroom Approach.

Recent South Australian research has identified that around seven percent (7%), or more than 27,000 South Australian children, are suffering ‘very high to extreme levels of psychological distress,’ placing them at considerable risk of long-term mental health problems (Segal et al. 2018).

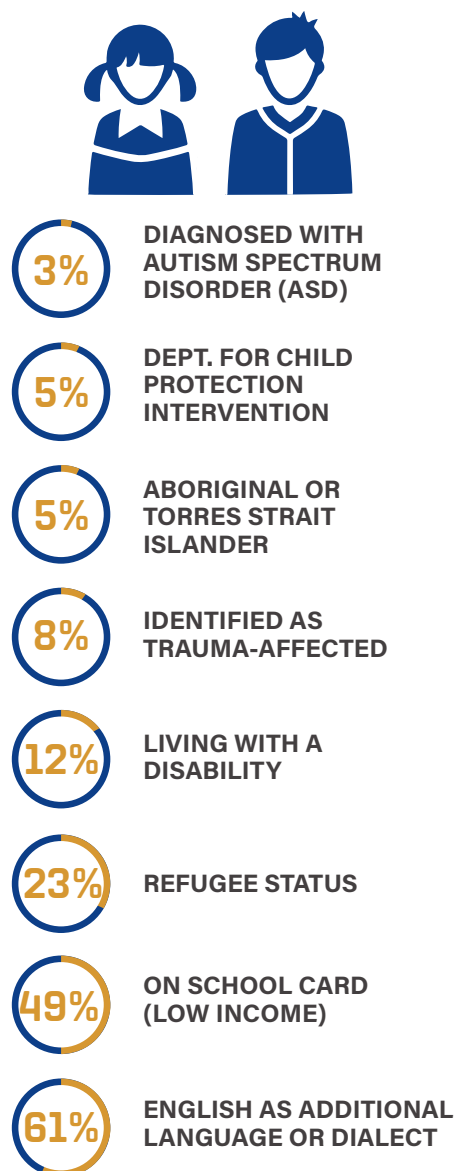
Also highlighting literacy concerns are two longitudinal studies, ‘100 children go to School’ (Hill et al. 1998) and ‘100 children turn 10’ (Hill et al. 2002) which examined the **trajectory of childrens literacy development** from age four to 10 years and found the following:

- **Family financial poverty was an important factor in children’s achievement in literacy**, and that for many, but not all, such children, the disadvantage widened dramatically over time.
- **Differences in families’ social capital were factors in literacy achievement.** Where children living in low SES circumstances were found to do well, they were learning in classrooms that provided what the researchers called ‘emotional security’ (Hill et al. 2002, p. 2), within a whole school approach that set high expectations and peer support, with teachers who created emotionally supportive learning spaces.

These studies emphasise the importance of wellbeing activities underpinning academic achievement in schools serving low-income communities.

In 2018 the school enrolment was 366. The school itself has relatively high levels of complexity,

with linguistic diversity alone presenting challenges regarding creating a sense of belonging for students, and in communicating with families who do not easily converse in English. The following figure shows the school student population per Key Indicators of Complexity.

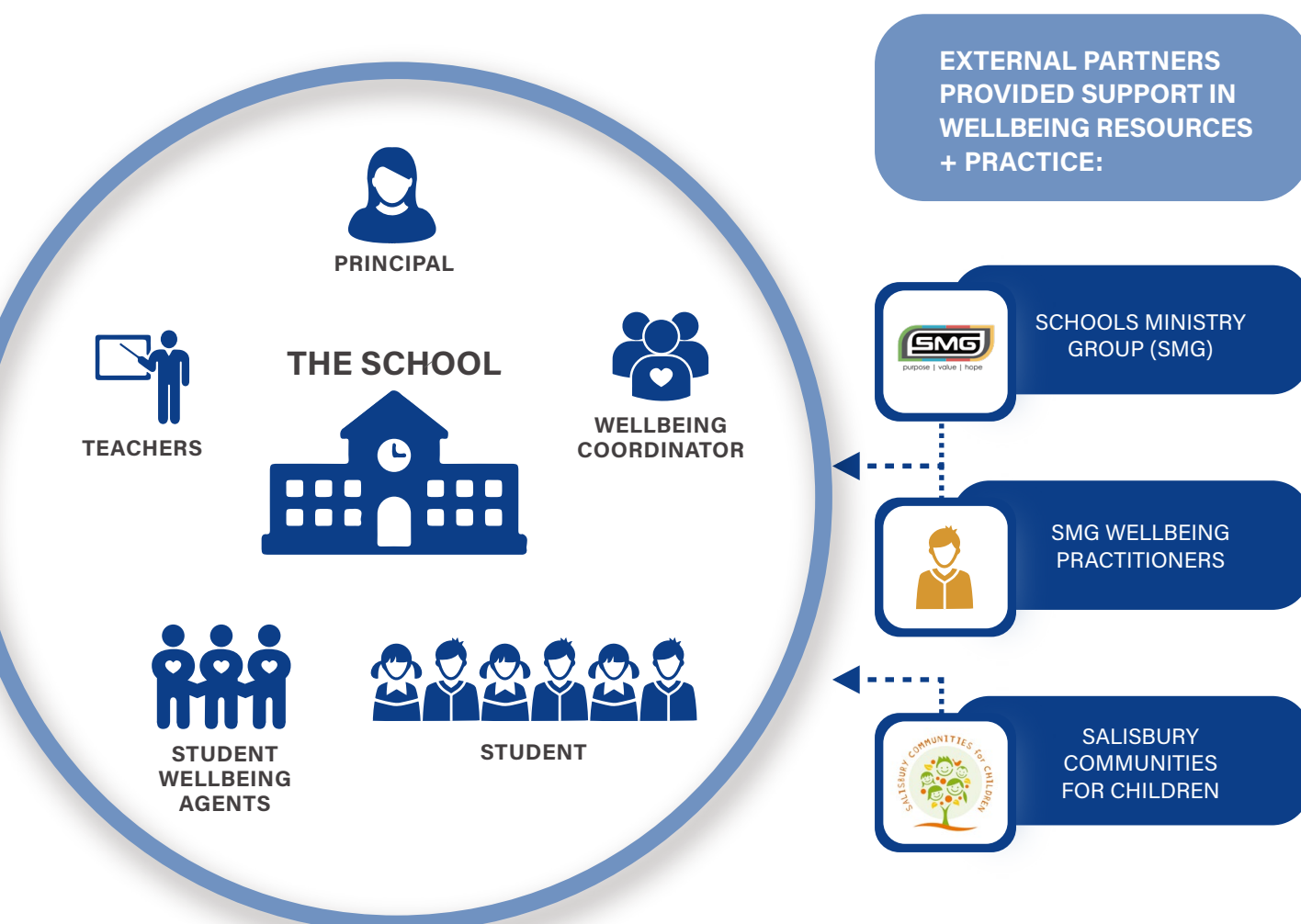


A key element of implementing the Wellbeing Classroom Approach at the school was the need to create a safe classroom environment, rather than an individualised response such as removing children from their class who were struggling, in an attempt to 'fix' their behaviour. It is very difficult for children to learn new ways of relating to others without exposure to a safe social learning environment where they can rehearse

and practise their skills. Excluding and isolating children with behavioural problems may 'remove the problem' however children can only develop social skills in social environments.

Implementing the Wellbeing Classroom Approach across the whole school has been a dynamic process which continues to evolve with the school environment and population.

The Wellbeing Classroom Approach – a dynamic process



KEY ELEMENTS FOR SUCCESS

1**Leadership interest and commitment is critical.**

Wellbeing is not promoted by leadership as an extra 'task' for teachers to fit into a school day. Instead, the Wellbeing Classroom Approach informs how students and staff interact and develop relationships; it is woven into language and learning across all curriculum areas.

2**Expert knowledge and guidance *in situ*.**

Teachers receive information about trauma informed pedagogy and practical guidance *in situ* in relating to children having behavioural difficulties in their classrooms.

3**Research and Development Leadership.**

The school's Wellbeing Coordinator provides research and development leadership with staff and students in partnership with the **Schools Ministry Group** and **Salisbury Communities for Children**.

4**Innovation of the Student Wellbeing Agent role.**

The role of Student Wellbeing Agents is an innovation arising from the implementation of the Wellbeing Classroom Approach at this school. They are instrumental through active participation and feedback to leadership and teachers, peer education, and raising awareness for parents. The role helps focus student voices into shaping the approach within the school, and requires staff trust, cooperation and support.

03

BENEFITS SNAPSHOT BEHAVIOURAL OUTCOMES

The School has monitored the impacts of the Wellbeing Classroom Approach with biannual audits of staff and student experience, as well as monitoring behavioural data on a whole school basis. This was also complemented by a parent survey regarding experiences of their child's school engagement.

DECREASE IN

-7%

number of students referred to the principal's office for problem behaviour (2018 vs. 2017)

-14%

reported bullying and harassment incidents (2018 vs. 2017)

-49%

students indicated that they had been bullied (2018 vs. 2016)

STUDENT ATTENDANCE



INCREASE IN

+50%

number of EALD families accessing family support and health services (2018 vs. 2017)

+70%

number of EALD families attending family learning events (2018 vs. 2017)



STUDENT WELLBEING AGENTS

Identified that **students' learning and mood** had improved in class, with fewer bullying behaviours and more understanding of ways to **support their own wellbeing** and that of others.



TEACHING STAFF

Identified universally **high satisfaction** with the process of **embedding wellbeing strategies** into their classroom practice, working alongside Student Wellbeing Agents.



84.5%

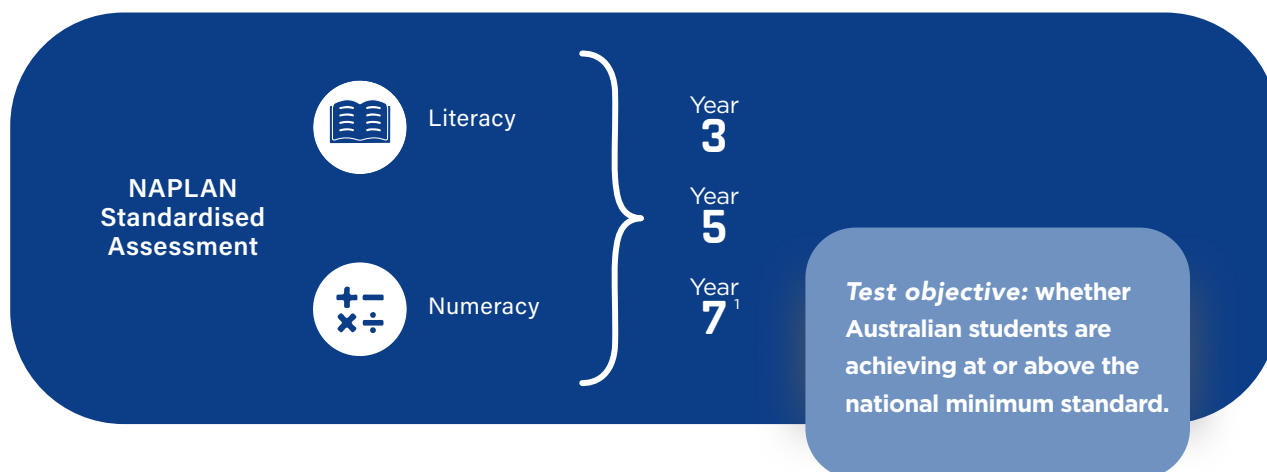
PARENT SATISFACTION

Average level of parent satisfaction with respect for cultural diversity and children's enjoyment of their school.

SCHOOL ACADEMIC ACHIEVEMENT NAPLAN SCHOOL PROGRESS 2015-2019

The statistical data indicated the Wellbeing Classroom Approach activities had an overall positive impact on students' academic performance and the school's socio-cultural environment, enabling students to enjoy attending school, and experience considerable advances in their development and learning.

Australian students are assessed in standardised literacy and numeracy tests known as NAPLAN, the National Assessment Program in Literacy and Numeracy:



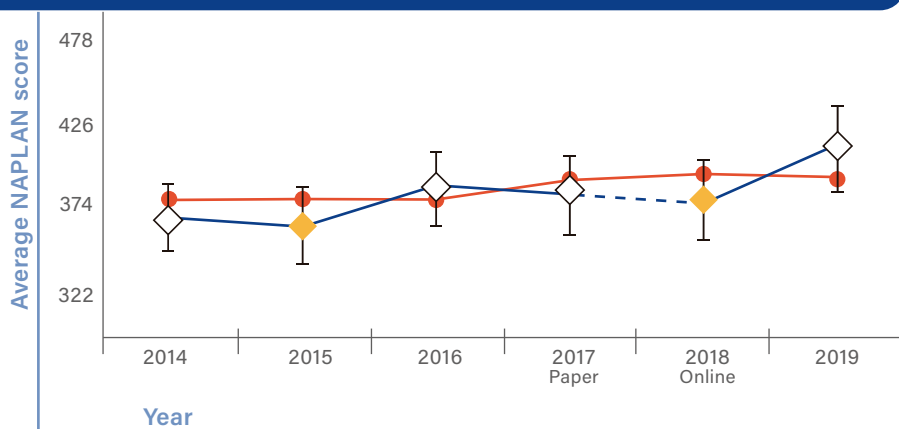
SCHOOL PROGRESS 2015-2019

The NAPLAN data indicates that the school's academic results have not been adversely affected by the introduction of a school-wide Wellbeing Classroom Approach in 2015, and have in some areas improved.

The figures on the next page represent average scores (Reading and Numeracy) for the school site and comparable schools with students of similar backgrounds. These extracts show the **school's academic progress between 2014 and 2019** by comparison of Year Level results over time.

¹ Children in Year 9 also undertake NAPLAN testing however as it is at secondary school level it is outside the scope of this research.

YEAR 3 READING



SELECTED CATEGORIES

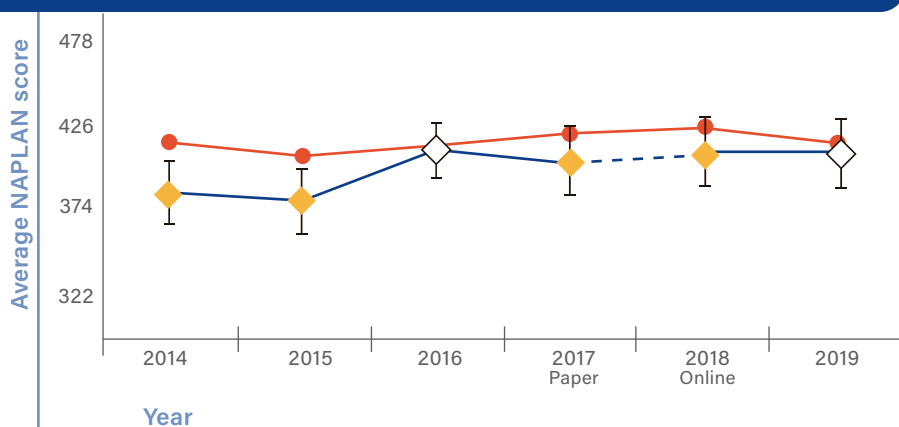
- Selected school
- Students with similar background
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INTERPRETING THE GRAPH

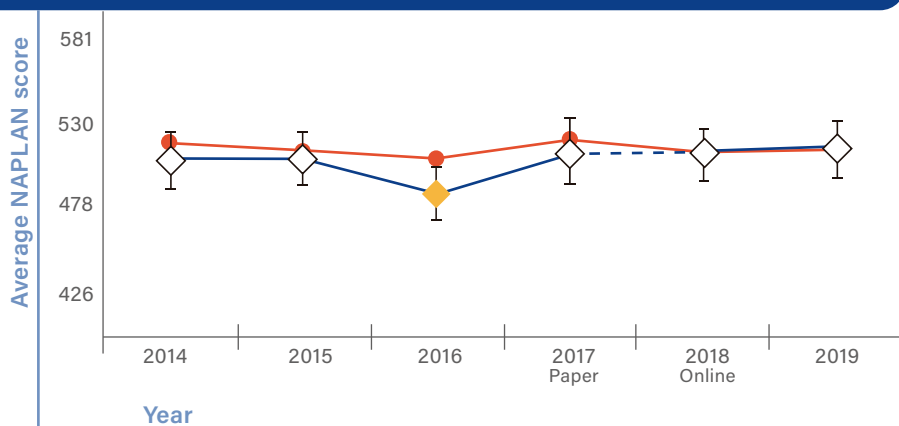
Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence

YEAR 5 READING



YEAR 7 READING

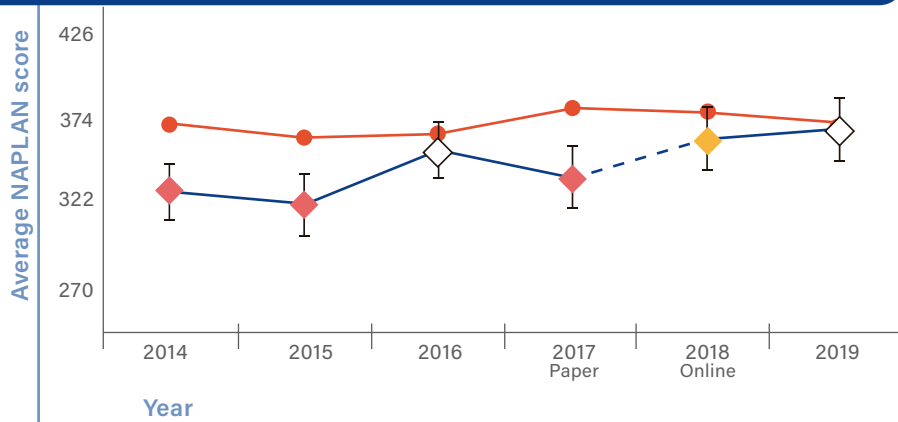


KEY FINDINGS



Over time, the school's average NAPLAN results for reading not only increased across 2014-2019, but also increased when compared to the average results from other schools with students from similar backgrounds.

YEAR 3 NUMERACY



SELECTED CATEGORIES

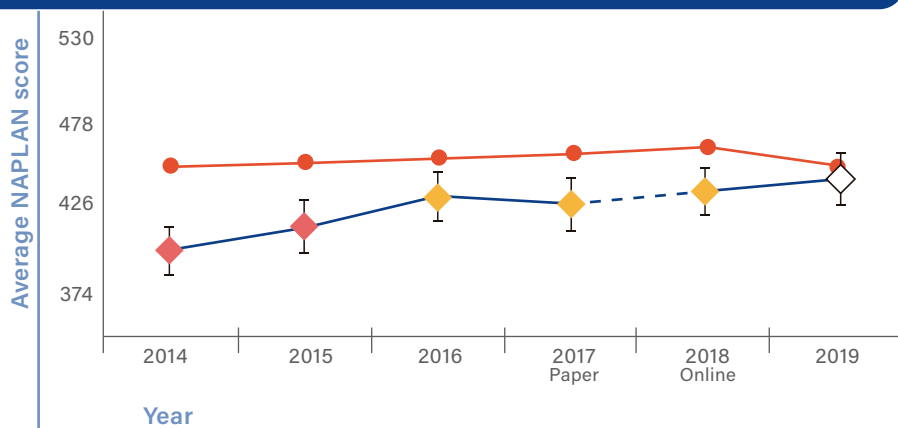
- Selected school
- Students with similar background
- Change from Paper to Online

INTERPRETING THE GRAPH

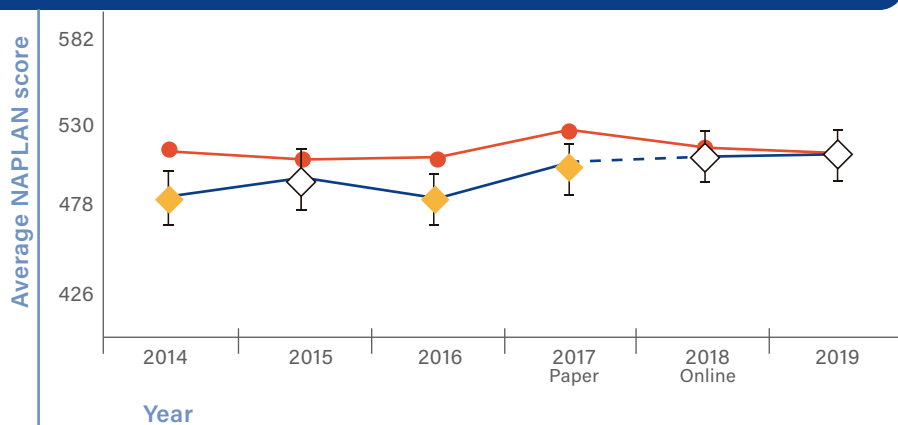
Selected school's average when compared to students with a similar background

- Well above
- Above
- Close to
- Below
- Well below
- No comparison available
- 90% level of confidence

YEAR 5 NUMERACY



YEAR 7 NUMERACY



KEY FINDINGS



The school's average Year NAPLAN results for Numeracy increased over time, and also improved from well-below or below average, to close to the average of schools with students with similar backgrounds.

QUALITATIVE BENEFITS

The qualitative data further supported the positive outcomes of the Wellbeing Classroom Approach for the school as a whole, its staff, students and families. The transformation of school culture, achieved over time, has demonstrated the possibilities afforded by a persistent focus on wellbeing. The benefits have been realised through:

- committed leadership,
- flexible and adaptable use of strategies and resources,
- a shared language, and
- authentic partnerships with staff and students.

Two sets of qualitative data were collected by the research team:

1 Interviews and Focus Group Discussions with key informants in the school community



INTERVIEWS

- ← SCHOOL PRINCIPAL
- ← SCHOOL WELLBEING COORDINATOR
- ← SALISBURY COMMUNITIES FOR CHILDREN
- ← SCHOOLS MINISTRY GROUP



2 FOCUS GROUPS



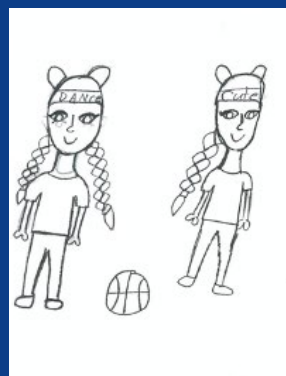
5 TEACHERS



8 STUDENT
WELLBEING
AGENTS

2 Student Drawings of 'Me at School'

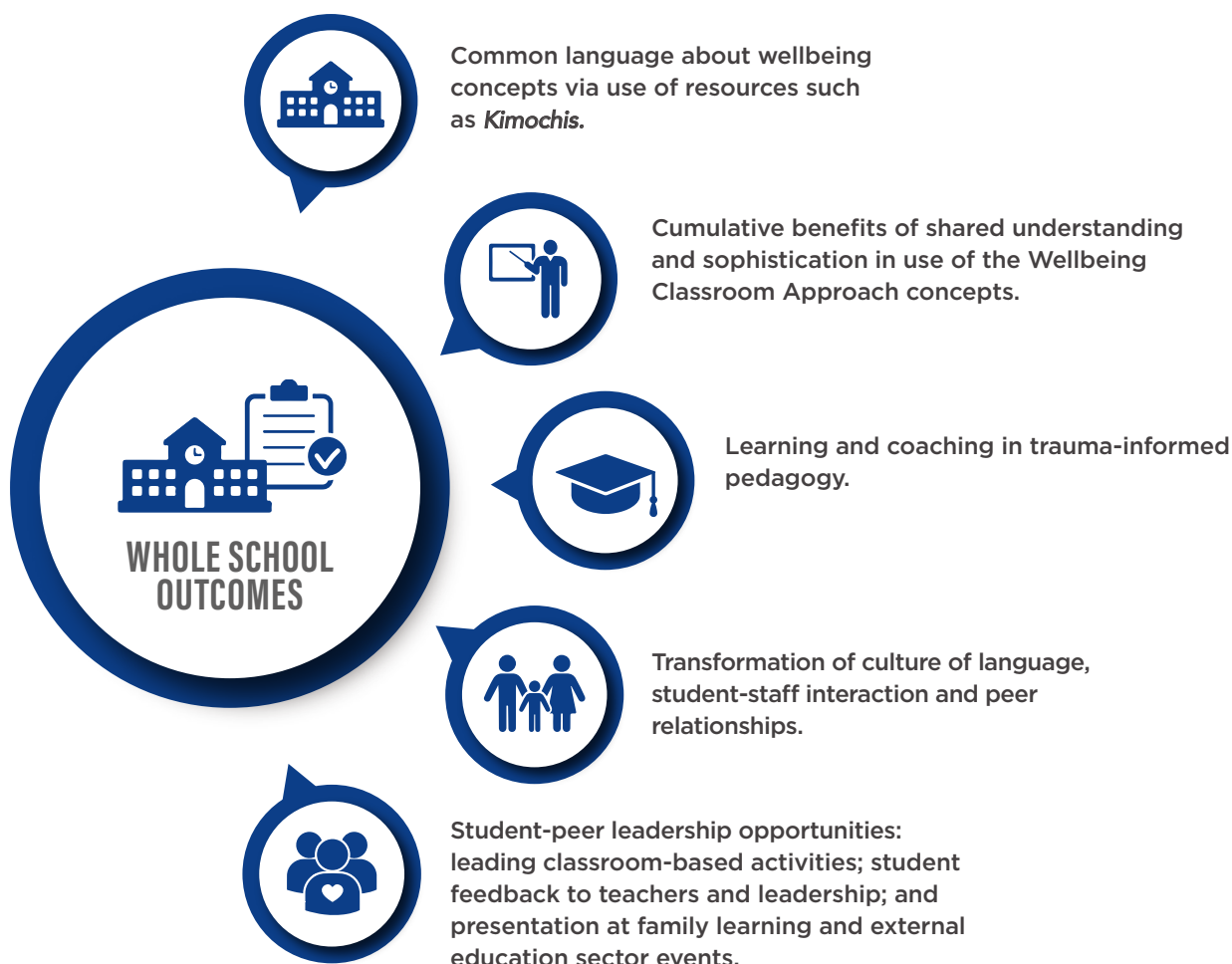
The data analysis of children's 'Me at School' drawings involved a mix of quantitative and qualitative analysis. Qualitative analysis provides detailed content description and discussion of textual signifiers (including visual codes) and meaning (McInnes 2019).



1 Interview and Focus Group Key Highlights

Interview and Focus Group data were analysed to identify themes of:

- the processes of implementing the Wellbeing Classroom Approach in the school and
- the outcomes variously for:
 - the school as a whole,
 - teachers,
 - students, and
 - families.



The co-design aspect of the Wellbeing Classroom Approach and ability to tailor and augment resources to the specific needs of the school community has facilitated momentum and year-on-year gains within the school.

"[It is] a whole school having transitioned over a period of about three years to creating a different culture that is seeing significant reductions in bullying behaviours. It's noticed by people when they come into the school that the way teachers are actually responding to children is different. Instead of adversarial conflict situations, you have a much more sophisticated response to the issues children are experiencing when they are acting out - and that's really encouraging to see."

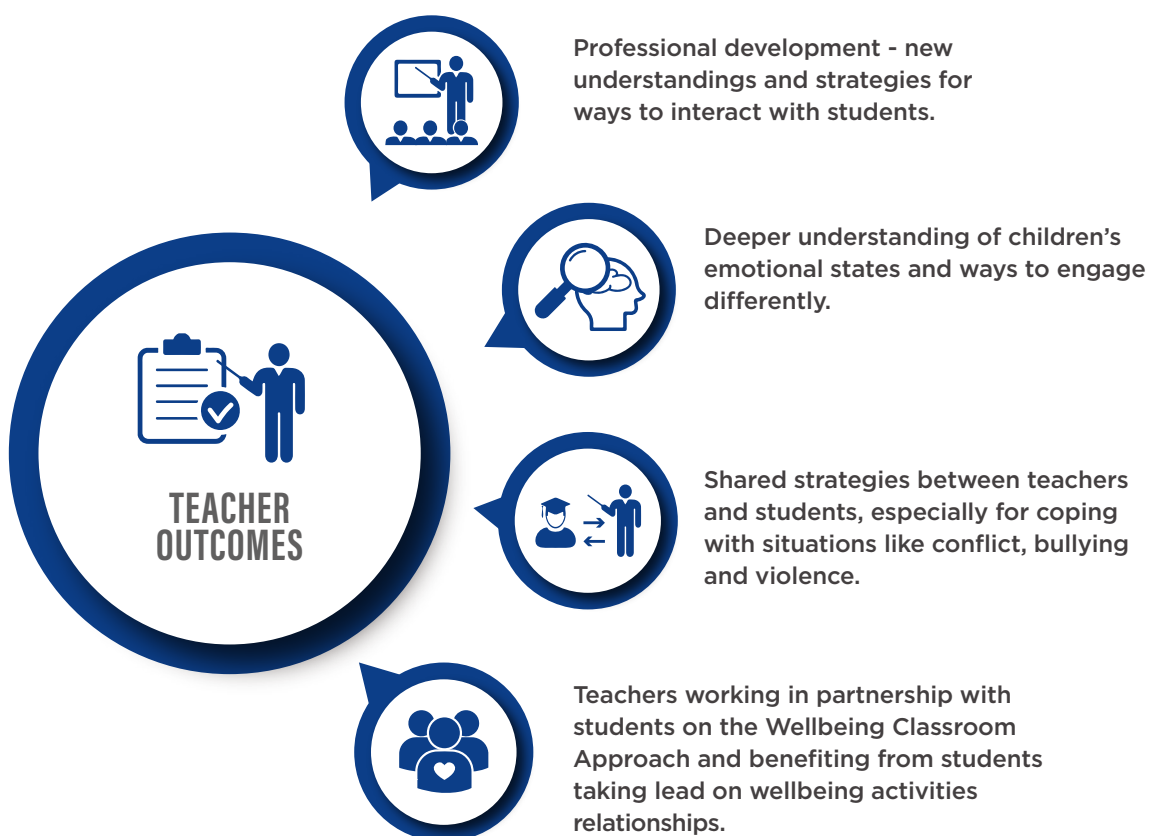
Salisbury C4C Leader

"The common language is probably the one of the most important things. Everyone talks about feelings. Everyone, when there's a problem, instead of just saying, 'Go to the office', it's more, 'Let's talk about how that person felt'. So, it can be de-escalated in the classroom. So, there's a lot more of that. And I just see that's being embedded."

School Wellbeing Coordinator

"No matter where you are in the school, we all use the same words and ways to unpack those feelings. Especially in the junior classes using the Kimochis; a lot of children that wouldn't normally speak about certain things use the Kimochis and talk about it that way. Putting what they're feeling into a Kimochi and sort of separating themselves from it – role playing instead of saying 'I'm feeling like this'. Talking about it that way has worked really well with a lot of the [...] children [with] experience [of] trauma and things like that."

Teacher Focus Group



Any initial reservations teachers faced about the Wellbeing Classroom Approach potentially requiring extra work or interference in the classroom faded as they began to perceive the benefits in their classroom. Teachers appreciated being able to draw on different resources and strategies, depending on the needs of the children in their class.

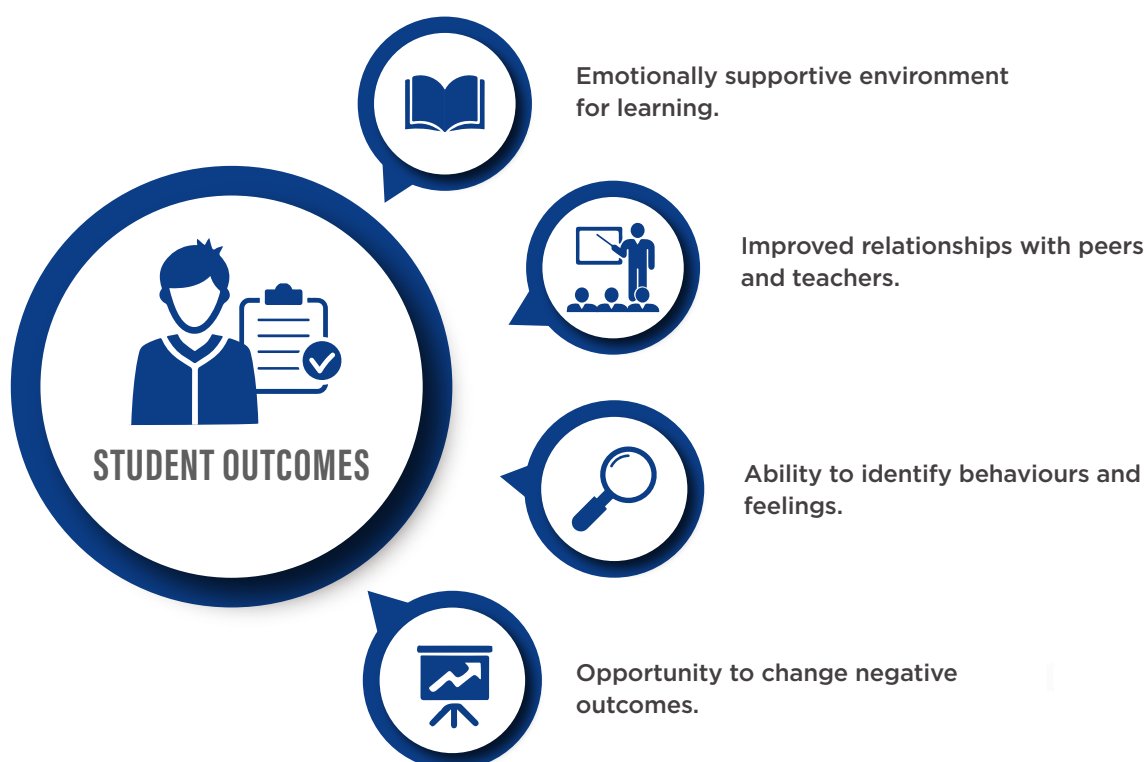
Student Wellbeing Agents assisted teachers' efficacy through their peer education work leading the wellbeing activities learning. Teachers also took pride and pleasure in supporting children to develop significant life skills and in the achievements of their students and the school as a whole.

"Today when we were out and about we were talking about the word 'jealous'. So the children are exposed to a whole range of feelings words instead of just 'happy' and 'sad'. I really like that. I feel it's one of my strengths I use with the children, so even if I am reading a book we talk about feelings a whole lot more. I think we've really built on their vocabulary and understanding of the range of feelings."

Teacher Focus Group

"Having the older students take the lead - they're doing the meetings; they're planning the lessons, the activities - with support obviously and then they are coming in to us, sharing it with us, and then we're just building on that rather than having to come up with all the ideas ourselves and it's relevant to them...It's based on their needs and what we're looking at, but for me, I can talk for myself, it's a lot easier."

Teacher Focus Group



The student body as a whole benefited from opportunities for new kinds of trust relationships and authentic learning partnerships with school staff. Children could transform their identity from getting into trouble, having no friends, feeling ashamed and helpless, to being a leader, educator and role model for others.

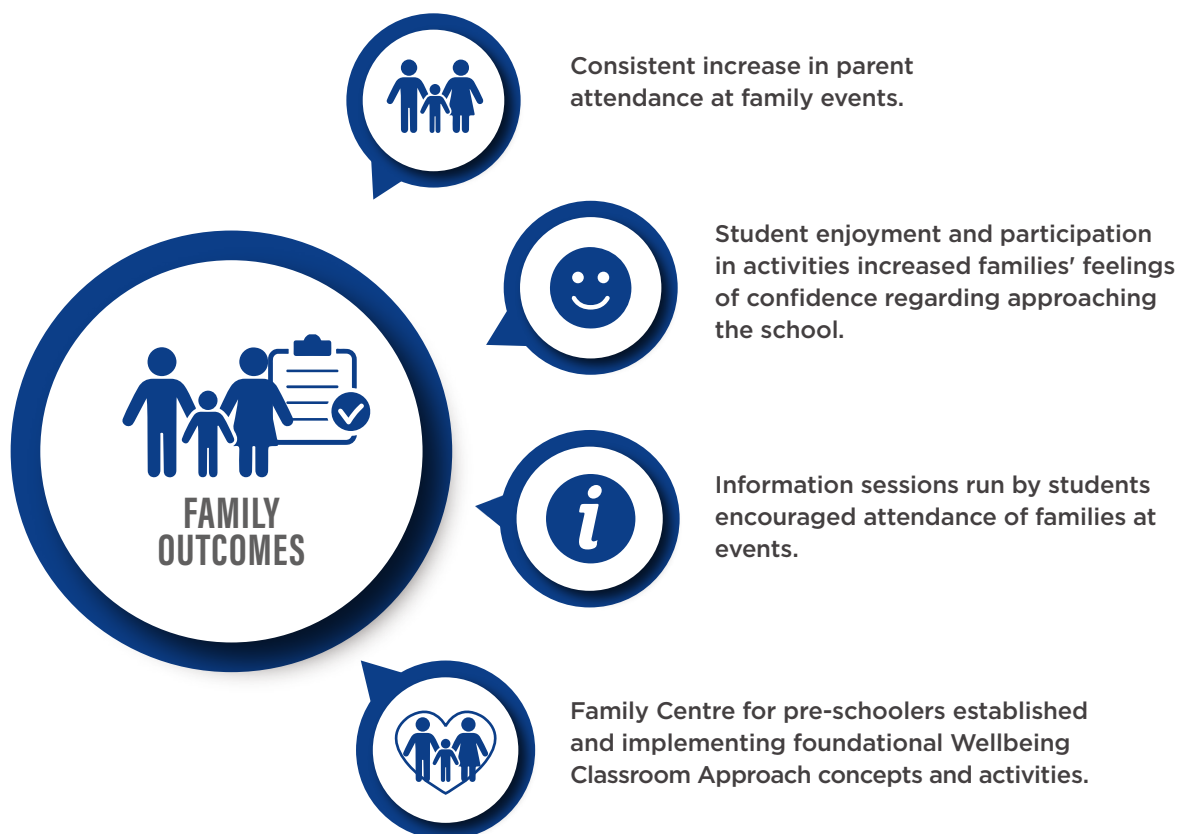
As the quantitative data attests, attendance and academic standards at the school improved over time, and bullying incidents declined over time. Wellbeing Classroom Approach activities enabled children to achieve better mental health and school success.

"I've had a psychologist comment to me that children have improved. They'll ask me – what are you doing at (this) school? Because this one's now using these words. And people giving children the opportunity to repair. So 'Would you like me to help you?' 'How are you going to fix this up?' 'Do you want another go at this?' Kids are more open when you take that tack...I can compare children who have been here for a length of time and new children and the difference in their ability to manage conflict in a more positive way and listen to another point of view... that's really noticeable actually."

Principal

"We had one of our students who is a leader this year... A couple of years ago she would get into issue after issue - just social issues - with her friendship group and then she was a Wellbeing Agent, and so then she had to go and learn so that she could go and teach others... Now she says quite point blank that 'I was a bully and now I'm not any more' and reflects back on herself and the way that she's changed through having that role."

Teacher Focus Group



The flow-on to families and the wider community from the Wellbeing Classroom Approach has been significant. A key aspect of the Wellbeing Classroom Approach involved children sharing their learning about feelings and relationships with their families. The children's enjoyment of school and the participation of students in leadership roles boosted families' confidence in approaching the school for assistance when needed and attending family events, including Wellbeing Classroom family learning events.

"One of our targets was to engage more families in the school... as it has become more complex and diverse. We had to consider how we were going to engage families from non-English speaking backgrounds. Now we will get 30 parents to an event. So that's grown significantly."

Principal

"The really encouraging thing is the reports that you get back about people coming into a school and saying, this is different, the tone is different."

Salisbury C4C Leader



The Student Wellbeing Agent role was a key innovation of the whole-school implementation. It provided an avenue for students to have, as defined by Harris and Manatakis (2013), ‘an authentic voice’, and participate in creating the wellbeing life of the school. It also proved effective in embedding the wellbeing culture in the student body and developing student leadership qualities.

“Since I became a wellbeing agent I have changed and now I know how people feel when you do something bad to the other person [bullying]. You understand the emotions and feelings.”

”

Student Wellbeing Agent

In its current form³, the school's Wellbeing Coordinator invites students from the middle- and upper-class years to participate. These students attend and contribute to planning sessions with the Wellbeing Coordinator in which they workshop the selection of wellbeing topics, resources and strategies for presenting to their own year level, as well as their junior primary 'buddy' class.

Student Wellbeing Agents from all backgrounds model the intercultural qualities of kindness, helping others and passing on their learning to benefit others. They show their peers new ways of tuning into their feelings, calming themselves, being respectful, and avoiding harming others and attracting unwanted consequences. In addition, opportunities to engage with families and with the broader education sector have showcased the efficacy of this approach in changing the whole school culture.

"It helps you understand your mental health and it helps you practice for situations, it gives you understanding of kindness, emotions and empathy. You really get to understand what to do."

”

Student Wellbeing Agent

“

"Feels like you've done something really good and you feel good about yourself. And it can start a chain of happiness and helpfulness. One person helps one person, and then they keep helping others."

Student Wellbeing Agent

”

“

"No matter how relevant you think you are as an adult, you'll never be as relevant as someone who's the same age or a few years older."

SMG Leader

”

³ The Wellbeing Agent role is dynamic and evolves with the thinking and the requirements of the school's community.

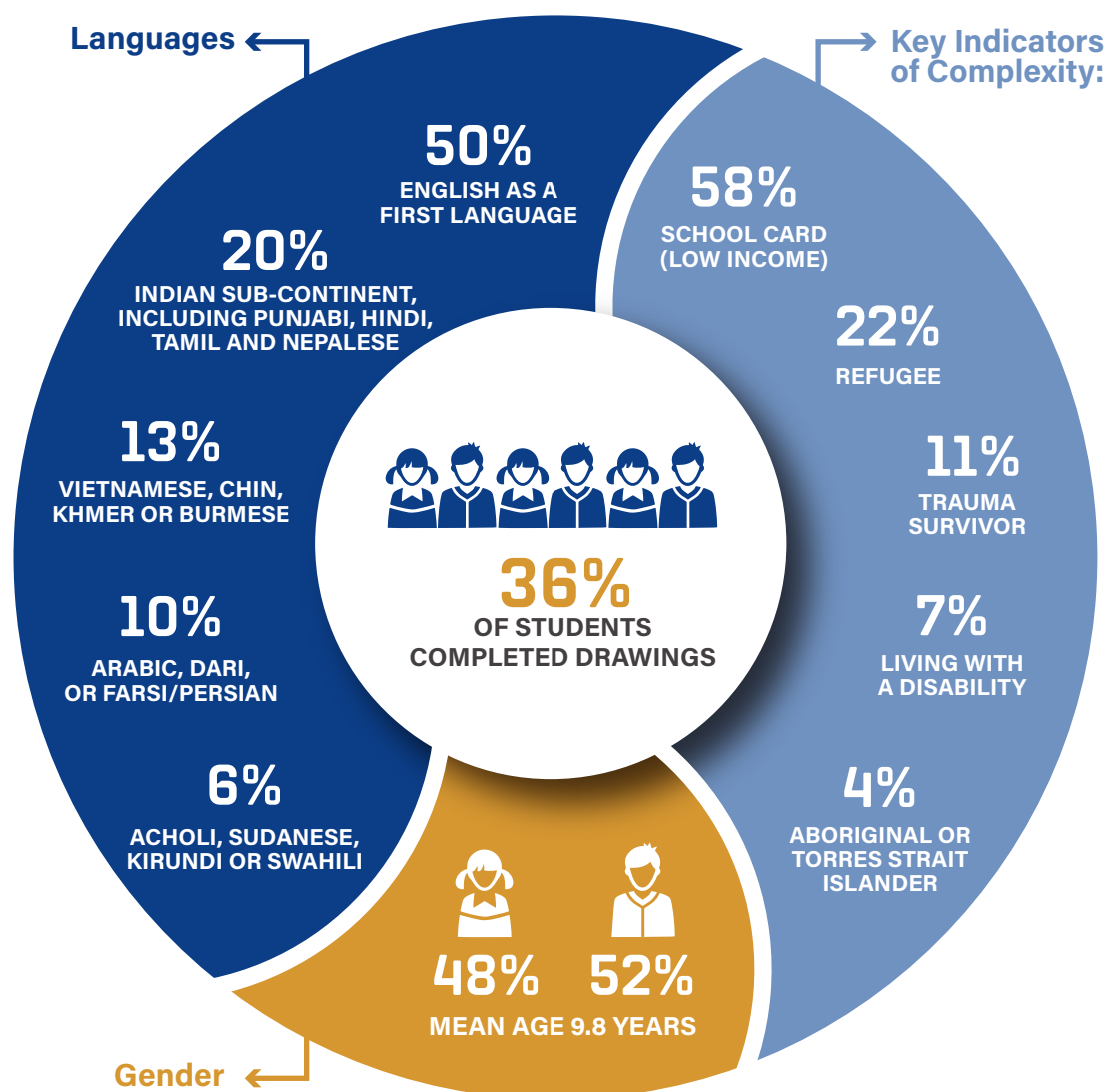
2 Student Drawings: 'Me at School'

The school students were invited to complete self-portrait drawings entitled '*Me at School*' as part of the data collected in 2019. They were also asked to write a sentence on the drawing about their feelings regarding the school. This task provided a means to assess students' self-image, emotional responses and experience at school.

The drawings data affirmed the overall efficacy of the Wellbeing Classroom Approach, providing evidence of high levels of student happiness and self-esteem at school, the cumulative benefits for students over time, and the efficacy of the Wellbeing Classroom Approach in engaging and supporting children with an EALD background.

Thirty six percent (36%) of students at the school completed drawings, which were coded against school records to understand those that fell within the Key Indicators of Complexity. Languages were also recorded to provide an indication of cultural background. The figure below provides an overview of the drawing sample:

The student drawing sample



KEY
HIGHLIGHT

A clear majority of students (65%) depicted and named themselves as having a positive experience. The drawings provide evidence that the Wellbeing Classroom Approach is embedded in the school's culture and language, with words and concepts used in drawings from the Wellbeing Classroom Approach.

Thirty five percent (35%) of student drawings were identified as being of concern, although there was a relatively low threshold of inclusion in this category. Indicators which raised questions of concern in children's drawings of themselves include:

- a depiction of content or human figures which is below the expected standards for the age group – missing body parts (hands, arms, legs) or facial features, scribbling lines, floating in space
- sad or angry faces or crying or negative affect
- isolated position of self in relation to others
- very small self in relation to other humans or picture content
- absent, split, concealed or incomplete self
- depictions of violence
- words indicating fear, sadness, anger, boredom, lack of friends, stress
- dark colours
- visible genitals

(Allen & Tussey 2009; Macleod, Gross & Hayne 2013; McInnes 2019).

Indicators of concern are just that: an indicator that educators should pay attention and gather further information about a child's emotional and physical states, their behaviour and close family and friend relationships. Drawings identified as being of concern were provided to school wellbeing leadership to review and follow up if indicated.

Age Group, English as an Additional Language or Dialect and Disability were the variables which were significantly related to indicators of concern.

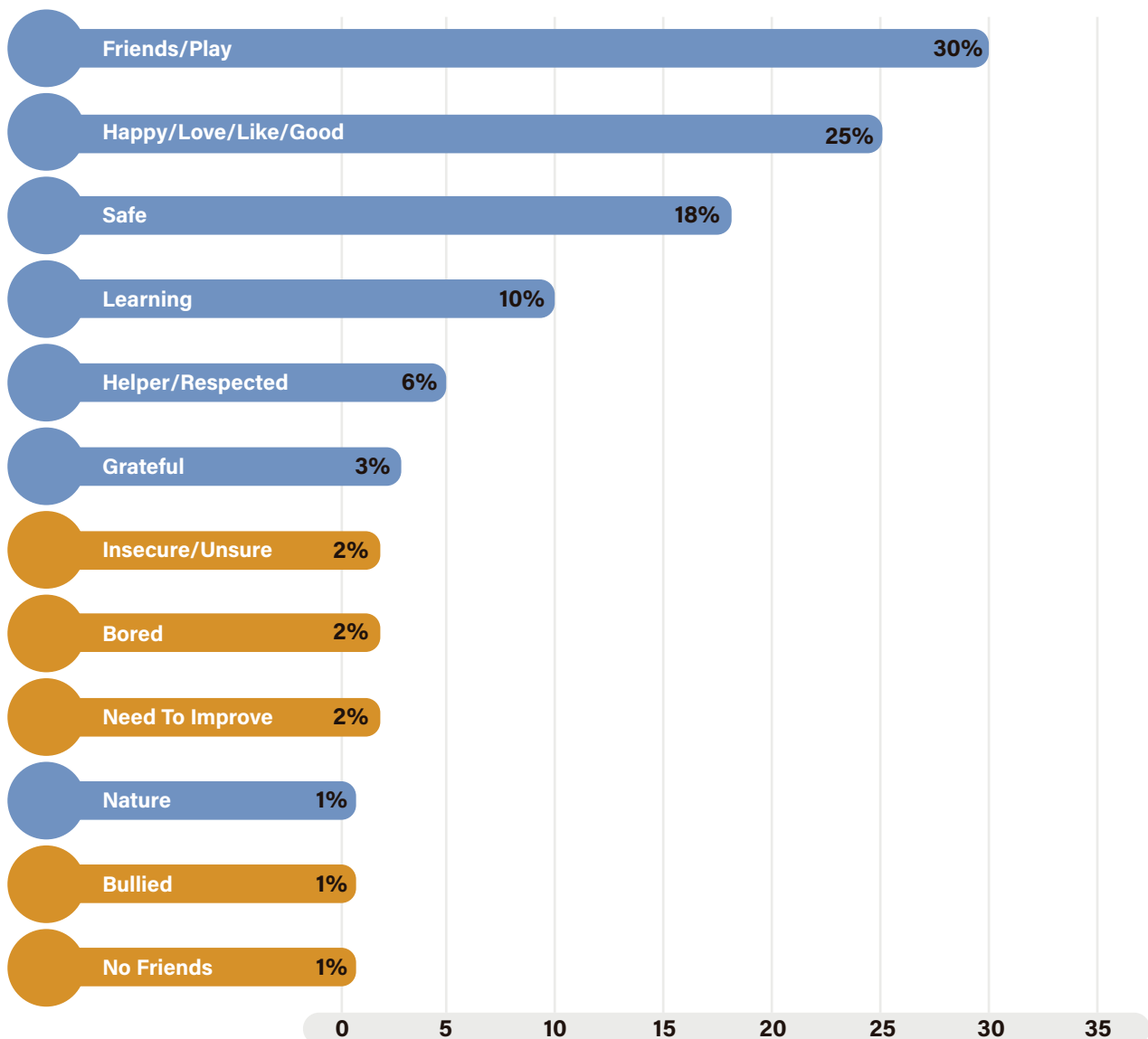
- **Students exposed to the Wellbeing Classroom Approach on commencement of school were less likely to have a drawing of concern than:**
 - Older students who started school prior to implementation
 - Students who had less exposure to Wellbeing Classroom Approach
- **EALD students were less likely to have a drawing of concern than native English-speaking peers**
 - This reflects the increased engagement of EALD families since commencement of the Wellbeing Classroom Approach
- **7 of the 9 drawings from students living with a disability were coded as drawings of concern**
 - This may translate to focusing on Wellbeing Classroom activities which favour valuing differences amongst students in their physical and intellectual capacities and abilities

ANALYSING THE DRAWINGS

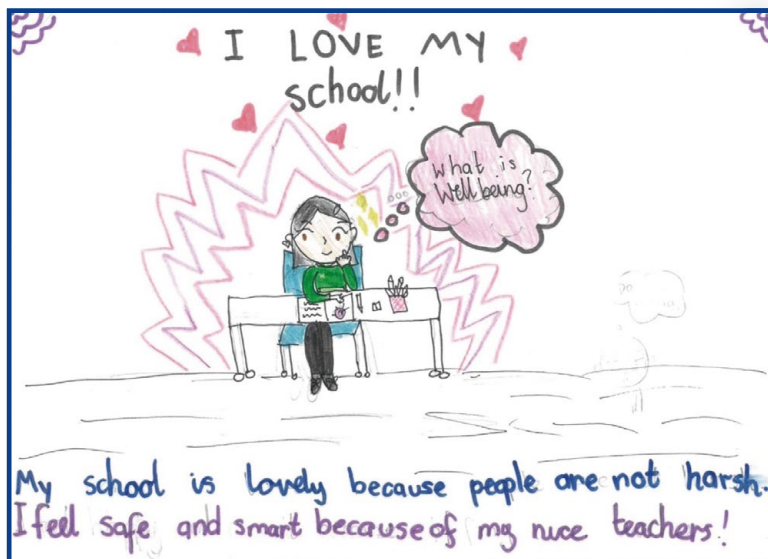
Children's representational drawings can be understood as a product of their personal experiences within their cultural contexts (Gardner 1980). Golomb (2004) argues that children's drawings have projective significance, often revealing the feelings of the artist in relation to the subject.

Children's Words about their '*Me at School*' drawings

The words on drawings provide a layer of signification, or meaning, to be taken from the drawing. Positive feelings about school were nominated by one in four students.



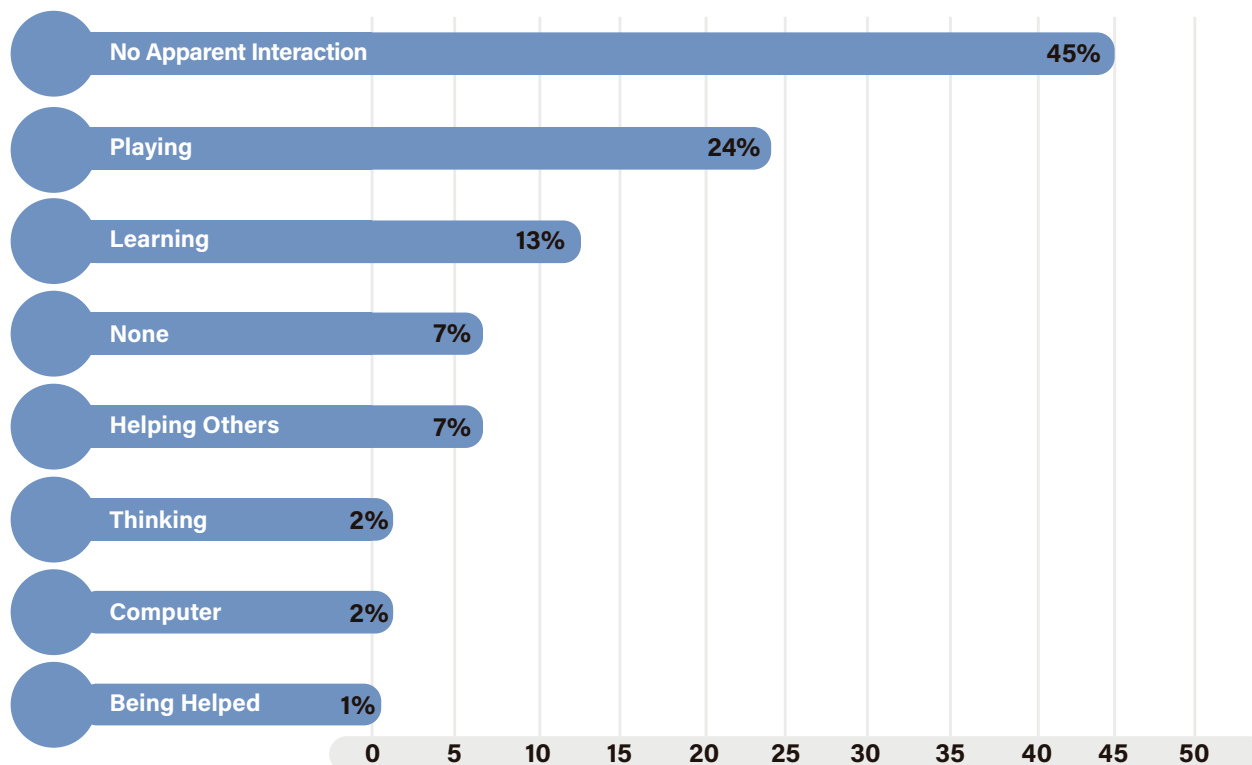
In Drawing 108 below, the overall affect is positive. Her question, while seated at her work desk, suggests that wellbeing is, for her, a topic of scholarly engagement. The child's reference to people who are 'not harsh', suggests she may have had exposure to harsh responses and prefers to avoid them. The capitalisation of 'LOVE' and heart symbols emphasise her depth of feeling for her school.



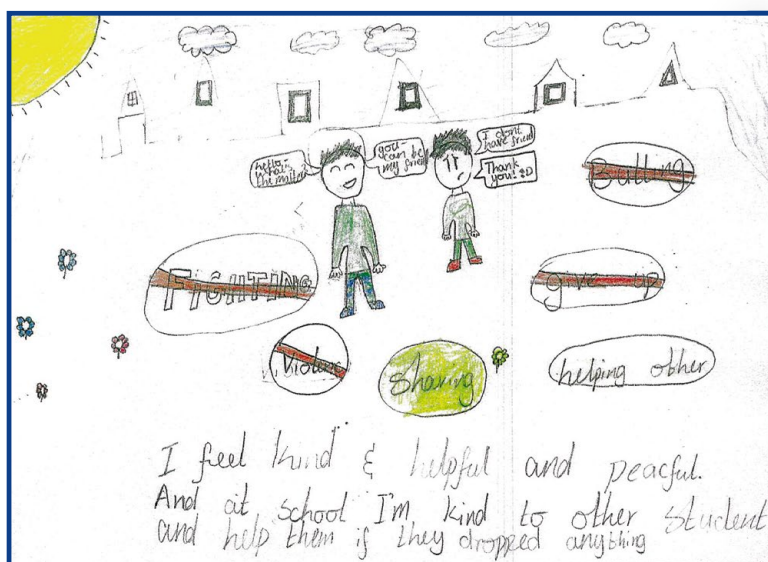
ME AT SCHOOL
Drawing 108

Actions in the 'Me at School' drawings

The actions depicted in children's drawings of 'Me at School' provided another layer of signification in the way children experienced school life. Some children focused on their self-portrait as the only content and others situated themselves in various contexts of activity.



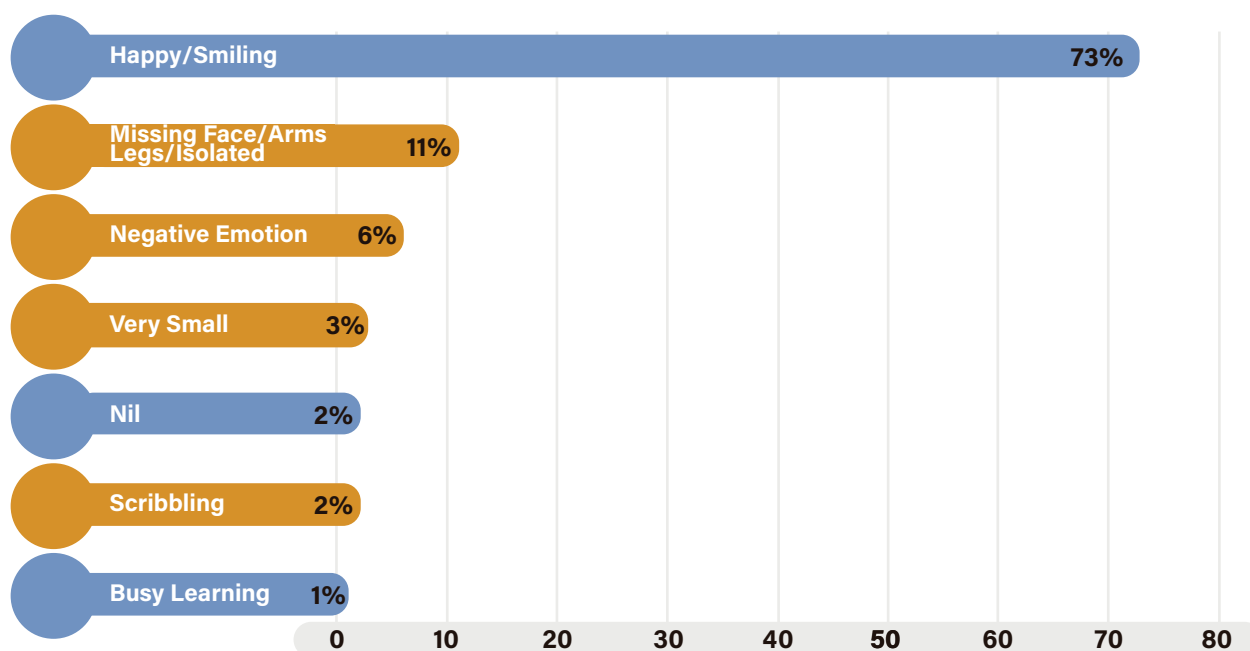
The relative prominence of students depicting 'helping' as an activity (Helping Others 7.2% + Being Helped 0.8% = 8%) provides evidence of the values of the school's wellbeing culture. Playing and learning are expected school activities, however helping others is not a generally visible value in student school culture. In Drawing 122 (year 5 boy) is an example of a depiction of the artist helping another.



ME AT SCHOOL
Drawing 122

Affect visible within the 'Me at School' drawings

The 'Me at School' drawings were coded for the emotional affect of the picture. Facial expression, the formation of drawing lines, the completeness of figures, their relation to other people, their relative size and emotional impact were coded. The affect coding is linked to the way the drawing conveys the artist's sense of self-esteem and their feelings of happiness or otherwise.



Finally, the 'Me at School' drawings were also analysed by the **context** depicted within each drawing. Please refer to the full report 'The Wellbeing Classroom as a Whole School Approach: Impact Evaluation' for a detailed description of these.

The Wellbeing Classroom Approach data indicated positive changes across all aspects of the school, encompassing all key stakeholder groups: staff, students, families and the partnering community organisations.

Many factors contribute to children's academic achievements, however the data for this evaluation provides evidence that the Wellbeing Classroom Approach has not hindered learning outcomes, and is likely to have contributed to the positive outcomes. Children who feel safe and comfortable are more able to attend to their learning than children who are living with fear, anxiety, rage or sadness (Australian Childhood Foundation 2010). Students who had the greatest exposure to the Wellbeing Classroom Approach were less likely to have a drawing of concern than younger or older age groups, and the highest rates of wellbeing.

School experience cannot, of itself, resolve or change family socio-economic circumstances, cultural and language challenges or family relationship problems, however it can potentially provide a consistent experience of a safe, friendly, learning environment with good relationships with peers and staff. Such an environment is important for all students, but especially for those affected by trauma or chronic stress.

In conclusion, the data presented in this report provides evidence that the Wellbeing Classroom Approach is effective in sustaining a supportive school culture with benefits for staff, students, families and the wider community. There were gains across academic outcomes, reduced bullying, increased attendance, improved parent engagement and satisfaction, student skills in self-regulation, friendships and behaviour change and the development of Student Wellbeing Agents' leadership skills.

Key findings from this research indicate the importance of:

- ✓ **having a wellbeing approach which is flexible and adaptable, tailored to school needs;**
- ✓ **school leadership prioritising direction and support, and leading a coordinated school response;**
- ✓ **staff access to applied professional development in trauma-informed pedagogy over a period of time and a suite of effective resources;**
- ✓ **authentic structured student voice to develop, plan and implement wellbeing activities;**
- ✓ **a whole of school commitment to authentic engagement with wellbeing values, language and relationship dynamics to create a safe, nurturing, respectful community; and**
- ✓ **the cumulative benefits over time of a consistent focus on wellbeing, attuned to the practical contexts of staff and students.**

Perhaps the most significant contribution of the Wellbeing Classroom Approach to the understanding of children's wellbeing was the emphasis on universal practice and collective collaborative work to sustain a wellbeing culture. School is the community where children spend most time outside their home life. There are benefits for all if the relationship dynamics and contexts which stimulate a child's disruptive and distressed behaviour can be transformed.

The Wellbeing Classroom Approach fosters a sustainable culture of being respectful of ones own feelings and those of others finding character strengths, taking time to calm down, forgiving and re-playing difficult encounters, spreading the joys of kindness and taking responsibility for behaviour as a valued member of their community.

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