**Transcript: Health and wellbeing across the learning community - Yoker Primary School**

**Alan Digweed - Principal Teacher**

In Yoker we chose to focus on resilience as a theme because Health and Wellbeing is such a huge issue and such an important issue the curriculum that we thought it would be impossible to cover everything in detail so we thought we would choose something that would make a big impact on the children and through discussion with the staff and the PSAs playground behaviour was the main issue we would like to improve and develop.

The approach we have used to achieve this had been largely a whole school approach we thought we would not be able to get any sort of significant results without involving all the staff and all of the children.

It was really important for the support staff to be involved and feel as if they could take ownership and take on the Bounce Back strategies and execute them in the playground and they have done that and enhanced that in their own way.

**Sandra Murray - Pupil Support Assistant**

We received training through the local authority within our learning community and it was for support staff to be able to link up with the teachers in the Positive Futures programme.

We were introduced to an idea that involved a pie chart and allocating certain responsibilities within an incident or an argument.

Initially we used the pie chart that was explained at the overall training, the children found it quite complicated to use and in particularly the younger ones.

A lot of them could not read what was on it or understand the whole concept of what a pie chart was so we met with management and what was decided was that we would transfer the pie chart into three hoops that would go in the playground, we would take the areas that were used in the pie chart which were Your Behaviour, Other People's Behaviour and if any of it was Bad Luck.

So the children were then given bean bags and were asked to allocate the bean bags into the hula hoops as how they saw the incident. They were then given the opportunity to explain what had happened and how they felt, the other person that was involved in it was also given the opportunity to use the bean bags and explain how they felt in it and hopefully it would show the children how to resolve the issue.

Children should be able to find themselves in situations where:

1. They can listen to other people

2. They can think about their own role within the situation that has occurred.

What we eventually found was that children could go over to that area, use the hula hoops and the bean bags themselves without actually having an adult there.

The overall behaviour improved within the playground setup and obviously didn't waste precious teaching time once the children came in from break.

**Alan Digweed**

After play time or lunch time they would come in and share their feelings and use their emotional literacy.

**Pupil**

I'm feeling splendid because I was taking a shower in the rain!

**Alan Digweed**

Once all the children have had a turn we would be able to see what the general feeling is of the class, whether they are having a positive day or a negative day and we would be able to structure the afternoon accordingly.

The impact that this has had on the pupils is that they are far more able to deal with any problems that come their way. Children are learning to deal with that on their own, they are using the Bounce Back strategy to find their way through these things by themselves.