

CASE STUDIES

FAST RESULTS IN LESS THAN 12 WEEKS

All pupils benefit as the Program gives all students a voice. This helps identify, and subsequently address underlying concerns among even seemingly contented pupils. Overall, Schools using this Program benefit from a happier and more inclusive community.

LATEST SURVEY RESULTS

- I feel safer at school 92%
- I feel happier at school 90%
- I know how to help myself feel better when I have difficult feelings 86%
- When my friends have difficult feelings, I know ways I can help them. 84%

Five minutes each day has helped pupils boost confidence, develop emotional literacy and the ability to pause and focus on the positives.

CS, Mental Health Lead

The program has been nothing short of transformative, fostering a holistic approach to student wellbeing that has profoundly impacted our school community.

DW, Head of Inclusion

I believe these programs should be made available to all children to give them the best possible chance of thriving in today's world.

FR, Head Teacher

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CASE STUDY

The Park Academies Trust

The Park Academies Trust (TPAT) is a family of schools that believe in 'collaboration not competition'. They are a Trust of like-minded local schools: ambitious schools focused on raising the aspirations of pupils, parents and staff alike. They work together as one, with a shared responsibility for all of the children across the Trust, to ensure that all children regardless of background have the educational experience and opportunities they would want for their own children.

With 40,000 children in alternative provisions across the UK and only 500 returning to mainstream schools, a gap in the market was seen. TPAT developed a solution using the Happy Confident Schools Program whereby children are given the support and mechanisms they need early on, to enable them to reintegrate back into school and longer term manage within society.

GIVING MIDDLE CHILDREN A VOICE

Even in mainstream schools, 'middle children' are often forgotten. Not those with a known challenge who are already being supported, or those achieving successfully but the 60/70% in the middle who don't always have a voice, who seem totally ok but are not talking; those who are not seen as having challenges. Using the Program, TPAT have given these children the opportunity to express themselves before their mental health challenge turns into a crisis.

SCHOOL OF SOLUTIONS

Another area of TPAT's success is their School of Solutions, an early intervention alternative provision where children are taken from their mainstream school for 2 days a week for a 12 week period. During this time they engage in developmental activities that help get to the root cause of the challenges the children are facing. Using the FEELIT® program resources, as well as the Happy Confident Journals, children learn the skills of self expression and an understanding of the nuances of feelings. They forge strong relationships in small groups. What is key is that children remain in mainstream school 3 days a week which is crucial for children who have experienced trauma and rejection. Using the Happy Confident Schools program, the School of Solutions can offer them the tools they need without the added rejection of being in a full time alternative provision.

The first 6 weeks of the School of Solutions is spent relearning elements of developmental stages that would have usually been learned at a much younger age. Following this, the second 6 weeks is spent on a project based on the Design Sprint methodology. The skills learnt in the first 6 weeks are vital for communication, assertion, team work and overall success of the project. The Happy Confident Company's resources play a key role in this.

100% SUCCESS RATE

By intercepting children in the early stages of issues, they are given the skills and mechanisms to move forward. TPAT have managed to reintegrate 100% of their pupils back into mainstream school, and 80% remain in their original school. When compared to the traditional AP model this is remarkable. TPAT have been awarded Wellbeing Trust of the Year 2023 on the back of this work and Lydiard Park School (home to School Of Solutions) has been shortlisted in the final 10 for World School of the Year 2024.

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This collaboration has been nothing short of transformative, fostering a holistic approach to student wellbeing that has profoundly impacted our schools' communities.

We have witnessed a remarkable enhancement in students' understanding of their own mental health; this has promoted a nurturing environment conducive to learning and growth.

David Williams
Director of Inclusion, TPAT

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STAFF FEEDBACK



Kathy Clarke | Assistant
Head & Head of SEN |
Red Oaks Primary
(TPAT)

We use the Program in all our classes, but also for interventions, in one-to-one sessions with our Elsa, in the deaf unit, and with peer mentors. It is also used in our complex learning resource space. We have a significant large number of children with educational healthcare plans and every child, as part of their plan has some recommendations around social, emotional and mental health. This program ticks all the boxes.

It's giving them the amazing understanding of their physiological responses and progression of emotion words. So rather than issues becoming a massive eruption, they're beginning to recognize what's happening. So then the adults around them can see what is happening, what those physiological signs are, and support the pupil to bring them back down and co-regulate.



David Williams |
Director of Inclusion |
TPAT

The approach taken by The Happy Confident Company, providing students with self-reflection and discovery alongside a language to express their feelings, has seamlessly complemented our educational initiatives, providing tailored interventions, workshops, and whole school programmes that have empowered our students to navigate challenges with resilience and confidence.

Moreover, this partnership has facilitated open communication channels between school staff, parents, and mental health professionals, ensuring a route to clear communication for our students. The shared commitment to promoting a detailed understanding of mental health rather than simply reacting when it goes wrong has not only improved academic outcomes but has also nurtured a culture of empathy, understanding, and inclusivity within our schools.



Tamsyn Van Der
Meulen | Head of
AP School of
Solutions, Lydiard
Park (TPAT)

We find the resources very useful for working with pupils with SEMH need. Staff at the company have been brilliant at working with us to develop resources that work for our particular pupils and these have supported the work we do around emotional intelligence. The resources help to develop an emotional vocabulary, support emotional expression through language and allow spaces to talk about feelings. The videos teach pupils about why their brains do the things they do and this leads to them thinking about their own reactions, thoughts and feelings which creates new self-awareness. Pupils also use the journals to reinforce things they have thoughts about and as a place to reflect on themselves. Both adults and pupils like these resources as they make the abstract more concrete and support both the teaching and learning of feelings and emotions.

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CASE STUDY:

Cunningham Hill School

Cunningham Hill School used the Happy Confident Company's FEELIT® Program to introduce children gradually to a set of new feelings across each school year through engaging activities with direct links to the academic curriculum.

The programme helped develop a common language across the school, while strengthening the school's wellbeing strategy. Both registration periods during the school day at CHS provide a safe space for the class to connect, reconnect, reflect and, if needed, decompress. According to Wellbeing Lead and Assistant Head, Cat Shennan, using this time to instil mental health or wellbeing check-ins proved a success and was proved to be the quickest, and most effective way to roll out positive change across the whole school.

FEELINGS CHECK IN

Arriving at school each day provides an opportunity to reset, and prepare for the day ahead.

By providing a FEELIT® check-in at registration, teachers could identify issues that needed addressing. Check-ins were carried out in many ways, from discreet thumbs up or thumbs down from pupils on entry or roll call, to a more organised daily plotting of their feelings on the FEELIT® Mapper.

Some teachers trialed a second check-in at afternoon registration, which helped CHS teaching staff take an umbrella view of the children's feelings and identify and address any changes or issues that may have arisen across the day.

REFLECT & DECOMPRESS

Having successfully tested the benefits of daily journaling for two terms, CHS continued to rollout journaling for children aged 7-11 years..

Making journaling central to the school day, delivered huge improvements in both behaviour and communication from pupils who were using the journals in the trial. It was noted by all participating class teachers, that these pupils had begun to better self-regulate, process and express their emotions.

Not only did the pupils benefit, but the teachers were able to quicker identify pupils experiencing challenges, even though they might not have expressed them. This enabled earlier intervention when needed.

CURRICULAR LINKS

Whether building, adopting, or buying a programme to deliver a mental health and wellbeing strategy, it's essential to consider how the programme links into the existing curriculum.

A good programme wraps into all core subjects with ease. CHS saw how easily the FEELIT® Program did just this, asserting that it added huge value to the overall philosophy of the school.

The FEELIT® Program allowed mental health and wellbeing to be perfectly integrated into PSHE, English, History, Art & Drama. The programme is designed to up-skill pupil's emotional literacy to build both empathy and compassion, creating a safer, more open culture.

Exploring characters in history or current affairs; assessing the conveyance of mood and emotions in abstract art; helping children develop their written skills fostering a much richer education, with wellbeing at its heart.

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We have been journaling using the daily journal and the life skill journal in school for five months now, Five minutes each day has helped to boost confidence, develop emotional literacy and give us the ability to pause and focus on the positive.

Cat Shennan

Y6 teacher &
Mental Health Lead

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CASE STUDY

Red Oaks Primary School

Red Oaks Primary School is part of Park Academies Trust based in Swindon. They have an on site Deaf SRP, a Complex Need SRP and a significant number of children with EHCPs who are part of the mainstream school. Due to a rise in children's poor mental health and lack of support from services within the local authority, they embarked on a journey with The Happy Confident Company. They have been using the Schools' Programme since February 2023.

The programme has helped develop emotional literacy skills across the school. This in turn has led to a huge improvement in self-regulation and behaviour. The programme has been seamlessly woven into the school day, where all pupils and staff are now using the FEELIT® language, with a wholly positive effect. Their use of TA Ambassadors has proven to be highly successful as they provide another outlet for pupils to share their feelings and experiences with.

WHOLE SCHOOL APPROACH

Red Oaks have been using the FEELIT® Program, Journaling and HCMTv and the impact has been school wide. Pupils regularly discuss their feelings, with healthy debates happening in UKS2, and even the very youngest pupils in EYFS enjoying exploring their feelings and opening up about them.

By using the engaging resources, pupils have developed a greater respect for each other and understanding of each other's feelings. There has been a significant positive impact on behavioural issues.

SEN

Many of the children with EHCPs have recommendations around social, emotional and mental health targets and the programme has helped meet these recommendations. It has given the children an understanding of their physiological responses to their feelings and an understanding of how to articulate them.

The programme is also being used with deaf pupils with the aid of Communication Support Workers to interpret.

HOW IT IS USED

The school have FEELIT® Mappers in every classroom that are referred to throughout the day. Feelings words are sent home each week which has helped engage parents. FEELIT® Time allows for the thorough in depth study of each of the feelings, that clearly progress through the year groups. Pupils are able to use this deep understanding of the feelings and their newly developed vocabulary across all areas of the curriculum. As well as this, ELSAs are using the programmes, along with the Affirmation Cards and Conversation cards with individuals and small groups during interventions.

IMPROVED SELF REGULATION SKILLS

By following the programme, teachers have seen vast improvements in pupils' ability to self-regulate. By giving them the vocabulary and the understanding of what is going on in their bodies, what could once have been a huge eruption, has become a much more controlled response. Pupils are able to recognise what is happening in their bodies and respond more appropriately, or at least articulate what is happening, meaning adults around them are able to support them and help co-regulate.



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Our SATS week this year was the calmest it has ever been! Thank you so much to The Happy Confident Company.

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Kathy Clarke

SENDCO and Mental Health Lead,
Red Oaks Primary School

STAFF FEEDBACK

We have been using HCMTv with our Year 5 and 6s and the feedback has been brilliant. Pupils have really enjoyed the episodes and appreciate the children's input in them too. The professor is just brilliant, and teachers have said they have learnt lots too! We have been really impressed with how the Life Skills Journal then delves deeper into the Powers pupils have learnt through HCMTv and we have had some really positive (and mature!) conversations with pupils about how they can be the best versions of themselves.

Lindsey Vaughan-Lewis
ELSA



Kathy Clarke
Assistant Head
and SENCo

Since using FEELIT® we have noticed a huge change in our children. They love learning about the different feelings, and it has been wonderful to see lots of them using these new words in their daily life around school. They are really starting to distinguish between the different ways they feel and there has been a real shift in their behaviour towards one another. The songs are fantastic, and they love singing them – we sing them in assembly and our music teacher has appreciated having another focus each week too. The resources are vibrant and engaging and the children have become really familiar with the format now so are able to express themselves willingly and share their own experiences. I know class teachers find the 'click and go' element really helpful as everything is ready for them to access at any time they want to embed a snippet of the programme into the day. We are really pleased to have discovered The Happy Confident Company!

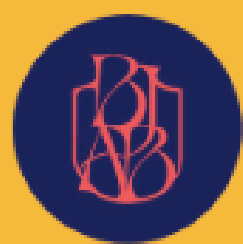
I use the FEELIT® cards, Affirmation Cards and Conversation Cards along with the FEELIT® Mapper on a 1:1 and small group basis. These resources are enjoyed by the children and they access them with confidence and eagerness. The 'Name it, Share it, Shift it and Fix it' steps help to support the children with regulating their feelings and this in turn boosts their self-esteem. The resources have been so embraced by the children that our Year 5 and 6 Peer Mentors frequently choose to use these resources under supervision in their mentoring sessions with Year 3 and 4 pupils.

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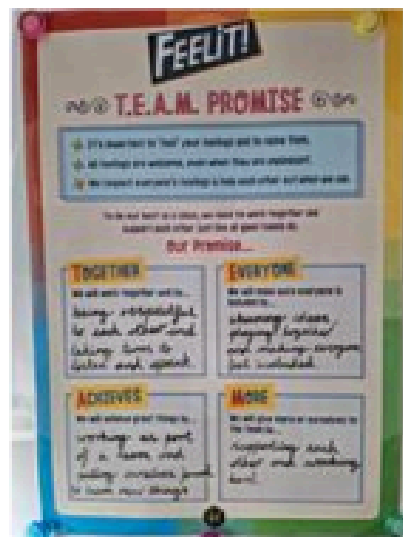
British Junior Academy of Brussels

The British Junior Academy of Brussels (BJAB) is an expanding British International school in the heart of Brussels. It has a community of families from all over the globe, and is an active member of COBIS. They have been using The Happy Confident Me whole school programme since February 2023, across all years from Reception to Year 9.

According to Head Teacher, Francis Retter, the FEELIT® program has been embedded into their curriculum with ease, thanks to the clear planning and guidance notes provided by The Happy Confident Me Company. He said, "All the hard work has been done for us and we are now reaping the huge benefits from using the programme with our pupils."

CREATING A SAFE SPACE

The TEAM Promise has become an integral part of every classroom at BJAB. Before embarking on the FEELIT® Program, pupils establish their own rules and using the TEAM Promise they demonstrate their commitment to creating the most positive space for sharing their feelings and experiences. This alone has been an amazing tool for fostering compassion within class and the wider school community, and has led to some amazing discussions between pupils, and with their teachers.



HAPPY CONFIDENT ME TIME

The FEELIT® Mapper is used daily with all classes, and the school have allocated time each day for dedicated Happy Confident Me (HCM) time. This has become a routine that pupils very much look forward to. Within the primary school, HCM Time has been slotted in during circle time with their youngest pupils and during tutor time with their eldest pupils. At secondary level they have launched vertical tutor groups and the programme works really effectively, as pupils support and learn from each other.

REAPING THE BENEFITS

BJAB are now reaping the rewards of creating positive daily habits with their pupils - their HCM Time is one such example of these daily habits.

They have also noticed a significant positive shift in the behaviour and attitude of pupils since using the programme. They reported as having had some wonderful restorative conversations with pupils when inevitable mishaps occur. The FEELIT® Program helps develop pupils' emotional literacy and the highly nuanced language they are now learning from the very youngest age, is enabling pupils to express how they are feeling and acknowledge what triggered their actions. This has led to a better learning environment for all.



"I believe these programmes should be made available to all children to give them the best possible chance of thriving in today's world."

Francis Retter
Head Teacher of British Junior
Academy of Brussels

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STAFF FEEDBACK



Francis Retter
Head Teacher

Following the surprising results of the COBIS surveys on post-pandemic wellbeing and our own surveys at school, we were keen to do more to promote pupil well-being. We were delighted to find 'The Happy Confident Company'. Our pupils of all ages (5-13) have enjoyed using the materials, which are really user-friendly, bright and engaging. The results have been incredible.

We are so pleased to have embarked on this journey with the Happy Confident Company. As an international school our pupils face many challenges, and using the Happy Confident Life Skills programme we have helped develop pupils' resilience and build their confidence to face these challenges. This really is an investment in our pupils' future, where they are developing the skills needed to take them into adulthood. I believe these programmes should be made available to all children to give them the best possible chance of thriving in today's world.

All the hard work has been done for us and we are now reaping the huge benefits from using the programme with our pupils. This is not to say however that the usage is prescriptive - teachers have really appreciated the detailed advisory material, though this still leaves plenty of room for innovation, adaptation and individual pedagogical flair!



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