




**AGENCY IN YOUR SCHOOL CONTEXT?**

- With a partner discuss
- one reason why it makes sense to give children more of a voice
- one thing you could do to develop shared decision making

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**SAFETY**

- Physical, Psychological, Emotional
- Being accepted for who you are
- Being able to take risks and make mistakes
- Being able to trust others
- Not being singled out
- Feeling someone has your back



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**SAFETY IN CIRCLES**

- The right to pass
- No put downs, only personal positives
- Everything happens in pairs, small groups or the whole Circle.
- Activities focus on issues, never incidents
- The use of the third person.

Many books have great ideas for activities but most need changing to a paired or group focus and away from 'I'.

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**SAFETY IN ACTION**

- Circle Silent Statements
- Stand up and change places if:
  - *You want to feel safe when you come to school*
  - *Words can hurt people*
  - *Being left out can hurt*
  - *It feels good to be kind to someone*
  - *In this class we look out for each other*
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**SAFETY IN ACTION**

- Thinking about what trust means.
- Pair share:
  - We know we can trust someone when...




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**POSITIVITY**

- Solution focus not problem focus
- Gratitude and thankfulness
- Kindness
- Strengths based language
- Acknowledgement
- Laughter and playfulness
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## POSITIVITY IN CIRCLES

- Promotes positive feelings, being valued, included, respected.
- Activities that encourage playfulness and laughter – these raise oxytocin levels which foster resilience, warmth and cooperation
- Address issues from a solution focused approach, not a problem-based one. What do we want rather than what we want to get rid of. Friendship, inclusion and upstanding than than bullying.
- Identification of strengths for self and others.

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## PLAY IS ESSENTIAL FOR HEALTHY DEVELOPMENT

- In the last 50 years there has been a significant erosion of opportunities for free play
- Peter Gray on the decline of unstructured play and the emotional and social implications for children : <https://www.youtube.com/watch?v=Bg-GEzM7iTk> - 16 minutes
- Children need free play to develop:
  - empathy and relationship skills, imagination and creativity, research and problem-solving skills, ascertaining risk and making good judgments.


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## POSITIVITY IN ACTION

- The Beautiful Blessings
- Mrs Mumbleby
- Post it Pride
- Identifying strengths is self and others


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## INCLUSION

- Feeling you belong, you are accepted and you matter is one of the strongest factors for wellbeing
- Resilience research
- Behaviour research
- Prevention of violence research


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## INCLUSION IN CIRCLES

- The expectation is that everyone will work with everyone else
- Students are regularly mixed up so over time interact with all their peers
- There is a clear directive about what happens when students muck up to give them maximum choice and inclusion whilst maintaining high expectations for behaviour
- Many games / activities promote a sense of belonging
- Circles promote the responsibility of everyone to include others.

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## THE WARM WIND BLOWS

- There is one less chair than participants
- One person in the middle thinks of something that applies to them and also to some others but not everyone. They say:
- The warm wind blows for everyone who...
- Those to whom this applies stand up and change places. There will be someone without a chair – they choose the next category
- No-one can have more than one turn.

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**WHOLE CLASS RESPONSIBILITY FOR THE EMOTIONAL CLIMATE**



- My name is Lily
- I have been in this class for three weeks.
- No-one is unkind to me, but no-one speaks to me much either
- I am on my own a lot and not sure what to do.

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**DISCUSSION AND ACTION IN GROUPS OF FOUR**

- Question 1: What would you be feeling if you were Lily?
- Question 2: What would you want to happen if you were Lily?
- Question 3: What could this group do to help Lily out.

**ACTION.**

- In your groups decide on one sentence that you could say to Lily and one of you comes and says this to her.

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**RESPECT**

- Respecting voices, choices and culture
- Not imposing
- Being accepting and non-judgmental
- Listening
- Being reliable
- Taking account of someone's situation
- Self-respect does not lie in compliance – it lies in integrity, acting in accordance with your values


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**RESPECT IN CIRCLES**

- When one person is speaking others will listen
- We share the space fairly
- There are no put downs, either verbal or non-verbal
- We avoid pre-judging anyone on the basis of their colour, race, ability, religion, gender or sexual orientation.

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**DEFINING RESPECT**



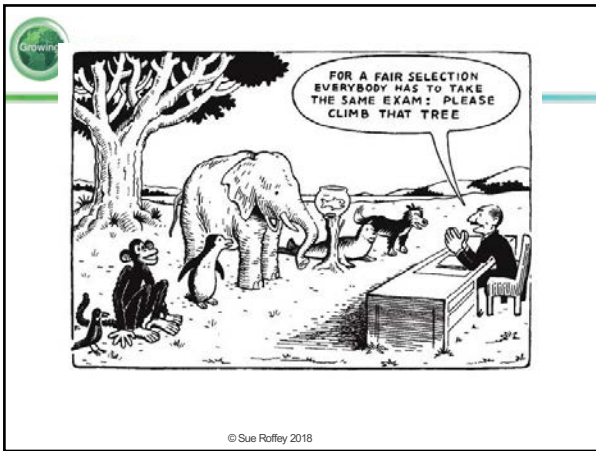
- Pick up a card that for you represents something about respect.
- Talk to your partner about why you picked this up.
- We will share just one word or phrase as we go round the Circle
- OR: If respect walked into your school one morning what differences would you notice?


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**EQUALITY**

- The worldwide evidence (Wilkinson and Pickett, 2010, Huppert and So,) is that the more equality there is in a society the more wellbeing there is for everyone.
- Over four decades Denmark has been rated as one of the happiest countries in the world – and has the least difference between the haves and have-nots.
- But equality does NOT mean treating everyone exactly the same = it means thinking through how everyone can have an equal voice and an equal chance.

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EQUITY IN CIRCLES

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- Everyone is at the same level – this is not the time to stand and deliver!
- The facilitator joins in with all activities
- No individual is singled out
- There are flexible / supportive arrangements for those with difficulties in language/learning
- Participation does not depend on academic ability
- Everyone looks out for everyone else


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EQUITY IN YOUR SCHOOL CONTEXT?

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- Strengths in Circles cards: To what extent does this happen?
- What is one thing that is happening and one thing you could do?
  - We stand up for what is fair
  - We each have a voice
  - We all have rights and responsibilities
  - We are strong together
  - We are equals
  - We share what we have
  - We can all participate.

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CIRCLE SOLUTIONS AND ASPIRE

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- The Intro training is one day and is for anyone who wants to run Circles themselves
- The trainer program is two further days and accredits participants to train others & embed Circles as a tool for wellbeing
- Check out: [www.growinggreatschoolsworldwide.com/csn](http://www.growinggreatschoolsworldwide.com/csn)
- Psychology Associates are Circle Solutions Trainers and can work with schools in the area.
- Circle Solutions for Student Wellbeing is published by Sage and the Strengths in Circles cards are available from [https://incentiveplus.co.uk/?s=strengths+in+circles&post\\_type=product](https://incentiveplus.co.uk/?s=strengths+in+circles&post_type=product)

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