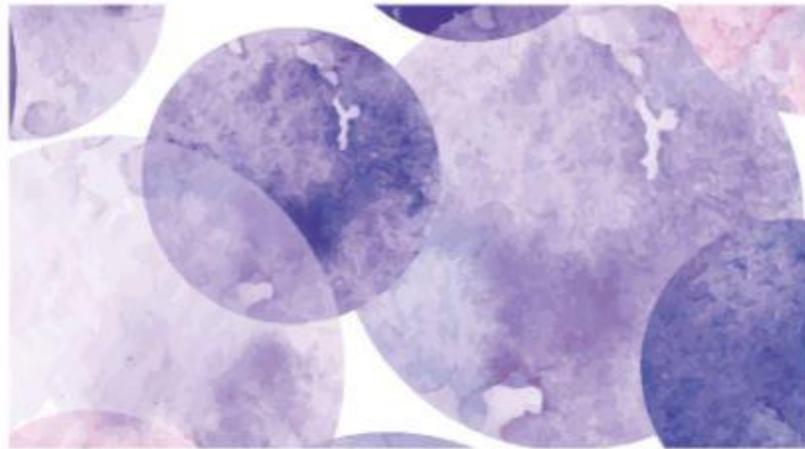


CIRCLE SOLUTIONS FOR STUDENT WELLBEING

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How Circle Solutions has impacted the pupil wellbeing and emotional development of our pupils.



CIRCLE SOLUTIONS FOR
STUDENT WELLBEING
SUE ROFFEY **3RD EDITION**



CIRCLE SOLUTIONS FOR STUDENT WELLBEING SUE ROFFEY

- We have been following this framework since 2017. This allows us to choose and adapt to the activities and appropriate for pupil need and context.
- Foundation of our PSHE curriculum.
- Links with our relationship building curriculum at the beginning of each academic year.
- Problem solving and classroom approach to resolving difficulties.
- Basis of our Nurture UK group delivery.
- Supports emotional regulation.



CREATES A SENSE OF
COMMUNITY.



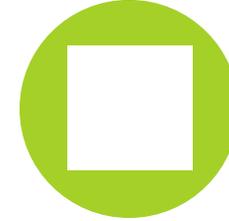
RESTORATIVE
APPROACH



STRENGTH AND
SOLUTIONS-FOCUSED



BUILDS POSITIVE
RELATIONSHIPS



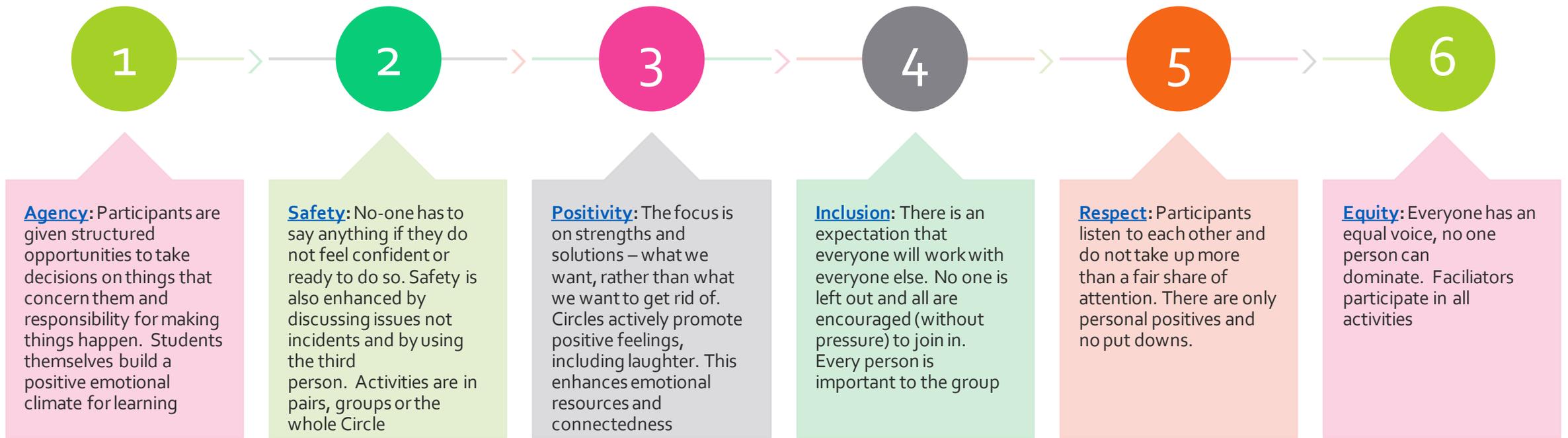
DEVELOPS
COMMUNICATION,
LANGUAGE AND
LISTENING

"CIRCLE SOLUTIONS AIMS AT CHANGING
BEHAVIOUR FROM THE INSIDE OUT"
SUE ROFFEY

THEORETICAL FOUNDATIONS

Circle Solutions is based on several ways of thinking about learning, human interaction, wellbeing and the development of pro-social behaviours.

- Positive Psychology and Solution-focused Approached
- Social Learning Theory
- Eco-systemic Theory
- Social Constructionist Theory
- Choice Theory
- Moral Development Theories



ASPIRE PRINCIPLES

AGENCY

Everyone has a
chance to speak
and share opinions

Pupil resilience

Responsibility

Encourages
reflection

Positive actions

Improvement in attendance

Improved attitude to learning

Develop positive relationships

The discussion around 'someone' rather than I

Confidential safe space unless someone is unsafe

The option to pass and stay silent

Improved engagement in learning

SAFETY



Strength based language



Always validate emotions



Positive emotions lead to a positive environment



Connectedness, valued, safe, comfortable and respected environment



Develops a growth mindset in moving towards what the pupils are 'becoming' and how they can change.



Engagement through games and activities - oxytocin!

POSITIVITY

Personal identity

Sense of inclusive belonging

Working collaboratively in pairs or small groups.

Increased opportunity to work with a range of peers

INCLUSION

Acknowledges that everyone has their own story.

Listening

No judgements

Incorporates apology and being prepared to apologise if you've jumped to conclusions, misinterpreted something or made a mistake.

Constructive dialogue

Questioning

No 'put-downs' - words, gestures or expressions.

One person speaks at a time

RESPECT

Ensuring that everyone is heard

Fairness and flexibility

Everyone has their turn – including the adults in the classroom

Adult modelling

Make adaptations for those who need it

Sit in a circle on chairs – everyone at the same level.

EQUITY

30 MINUTES CIRCLE



Reminder of guidelines



Introductory game



Mix-up activity



Pair share with feedback



Whole circle game



Small group activity or discussion



Calming activity to close

Why games?

Children no longer routinely play outside, there is a vast range of different opportunities children are given based on the advantages they're given.

Games for Circles are not individually competitive and they aim to promote inclusion and a range of positive feelings and reflection.

Play is so important for human development and we try to incorporate as part of the learning too.

"Circles is a non-pressured environment which encourage the pupils to explore their own and others ideas around different subjects and discussion points, it gives the child a voice. They always ask when it is time for another Circles".

"Circles has helped with transition to new year groups, it also welcomes new pupils to the class"

"I've seen an impact on the children's learning attitude and listening skills. They don't realise it is happening".

"It creates an open, safe environment for sharing which then lends itself to other curriculum areas."

"It allows the children to develop trusting relationships with adults and peers and gives this autonomy over their own thoughts."

STAFF FEEDBACK

PUPIL FEEDBACK

"CIRCLES HELPS ME TALK ABOUT MY FEELINGS AND UNDERSTAND OTHERS"

"I HAVE LEARNT HOW TO SOLVE PROBLEMS OUTSIDE"

"CIRCLES MAKES ME HAPPY AS I KNOW EVERYONE IS THERE FOR ME".

"I'VE LEARNED HOW TO TALK TO OTHER PEOPLE"

"CIRCLES HAS GIVEN ME STRATEGIES TO REGULATE MYSELF"



Roffey, S. (2020) Circle Solutions for Student Wellbeing: 3rd Edition. (Sage Publications, London).



<https://growinggreatschoolsworldwide.com/>

REFERENCES