

and Public Health. It exchanged YMHA training & advisory support for leaders in each of the six schools to carry out school-based action research. (Natasha Chamberlain, 2017). An exciting opportunity we thought to find out what worked, identify gaps in provision for pupils' EHWP needs and as a team, improve staff wellbeing.

The outcome in Forest Oak was the development of SMILE: an ethos based approach to supporting school community mental emotional health and wellbeing. We achieved Enhanced Healthy School Status by telling our school story and SMILE is currently the subject of a systematic research study to evaluate the effectiveness of the approach in promoting positive ways to improve wellbeing and mental health in school communities. Working with 10 primary and special schools, the project is led by Barry Carpenter, Professor of Mental Health at Oxford Brookes University with Jo Egerton, Schools Research Consultant and Educational Writer.

SMILE's aim is to empower a school community to become architects of their own wellbeing. It is based on the NHS 5 Ways to Wellbeing which were produced by The New Economics Foundation (NEF 2008) who were commissioned to develop a set of evidence-based actions to improve personal wellbeing using evidence gathered in the UK government's Foresight Project on Mental Capital and Wellbeing, (2008). The five ways to wellbeing: connect, be active, take notice, keep learning and give to others are aimed at the adult population and have been adopted by organisations across the UK.

The Children's Society and NEF explored activities that children can do themselves to increase feelings of well-being. They concluded there was good evidence that four of NEF's five ways - connect, be active, take notice, keep learning work for children. Evidence for the fifth, give was mixed, although children did talk about being kind and helping others. They also found evidence for another way to well-being relating to creativity, imagination and play. (The children's Society, 2014). We recognised these were practical, steps that could be taught to our pupils but wanted to go further by building them into the school's restorative ethos and adapting for our pupils' needs; to make each of the five ways memorable to staff and pupils; to shout about them; to live them. "Give us 5 to make us SMILE!" became our mantra.

- Socialise
- Move
- Interest-be mindful
- Learn
- Engage

We incorporated play and creativity throughout our SMILE ethos; introducing the children to SMILE steps through a whole school wellbeing day, enthusing them through activities led by our talented staff which shared 'normal' things you could do every day in a fun, inspiring way to enhance wellbeing. A group of pupils ran a café to Socialise, emotional literacy was targeted, there was rugby, teambuilding games and dance to Move in, the children took an Interest in nature walks, mindful meditation, massage and film. Staff and pupils were able to Learn new skills in cooking, craft, cartoon design and throughout we Engaged in the new 'Give me 5' focus as a team, learning together, having fun

and launching a new kindness initiative.

SMILE is linked into the curriculum: with resources in every classroom, staff look for opportunities to highlight wellbeing through learning and SMILE activities considered priority are timetabled. Emotional check ins are frequent and pupils independently access or are prompted to use helpful coping strategies they've identified if they are anxious. We are confident to identify and provide or signpost targeted support, interventions and therapies for some individuals, but for all, EHWP is a talked about area of life that wherever each of us are on a mental health continuum at any one time we can affect ourselves in some way with the support of empathetic staff and peers. The impact of this work after a year was that pupils able to name two or more positive self-help coping skills increased from 39% to 100%. Pupils who said they coped with unhealthy strategies decreased from 11% to 0%. More staff could name 5 plus positive, self-help coping strategies and we had shared advice to draw on for each other. In addition we had significantly reduced pupil isolations, detentions and incidents requiring SLT involvement. Pupils requiring the 'behaviour support team' reduced and we were able to utilise these staff into preventative action within classes showing staff confidence.

SMILE has developed to be a coherent EHWP approach applicable to staff, pupils and parents. Created through solution focused teamwork and drawing on strengths of current provision and staff experiences,

skills and interests it has enhanced further a positive, listening ethos. The focus on self-help coping skills starts positive and doesn't ignore difficulties. SMILE enables us as a school to track & target school, groups' and individuals' unique EHWP needs: we continue to work on our SMILE.

Forest Oak have created resources in collaboration with Neil Walsh at ButterflyPrint Ltd featuring amazing illustrations from a year 10 pupil and incorporating logo designs by Emma Curzon from Haywood Sener in consultation with a group of KS3 pupils. A Smile is universal, it shows how we feel and it can be contagious for many. Smiling has also been linked with directly improving mood itself; experiments investigating the effects of inhibiting or facilitating muscles associated with smiling are well documented, (Stack 1988). For some diagnosed as having special educational needs, smiling may not be a necessary social interaction or sometimes an easy skill to master but they are clearly recognisable to those adults working closely with individual children and the reasoning behind each is as unique as the child who is giving it. Naoki Higashida explains as a child living with Autism. "What makes us smile from the inside is seeing something beautiful, or a memory that makes us laugh... .when we don't need to think about other people or anything else, that's when we wear our natural expressions." Naoki Higashida (2013) translated by David Mitchell.

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