

## BRONZE APPLICATION EXAMPLES

### DGC Primary School

#### Goals

- Establish a clear set of centralised resources that all staff are aware of.
- Support staff have all had initial training in Emotionworks.(Inset day)
- Parental information sent out on all communication platforms.
- Emotion base set up in school.



We began this journey post Covid as a recovery aid after the pandemic. It has been used in most classes since then but had lost some momentum. This year we have re-launched the Emotionworks programme. Last time, it was only CTs that had training but now we have trained all staff so that it can truly be embedded throughout the school. We have also got one LA running an Emotions break time club for children who need a safe, quiet experience at break times. The children quite naturally started calling it the Emotion room. We have held assemblies whereby our P3 children presented each cog (See photo) which was a huge success and further embedded the approach. Our parents have also been informed about our re-launch on social media and through our usual mean of communication. We have also planned to have an open afternoon for every class so that parents can observe and participate in an Emotionworks lesson.

## Example Primary School, Angus Council

### Goals

- All learners, staff and wider community to have a shared language of emotional literacy
- All learners to have an increased vocabulary of different emotions
- All learners to develop knowledge and understanding of triggers, both positive and negative
- All learners to develop knowledge and understanding of the link between triggers, emotions and behaviours
- All learners to develop knowledge and understanding of personal regulation strategies depending on need - e.g to calm or to energise
- It is hoped that this will lead to an increase in pro-social behaviours due to an increase in personal awareness and understanding, and an increased empathy towards others.

### Parents

We share our assembly learning weekly which includes our Emotion Works focus and follow up activity. Emotion Works information has been shared regularly at Meet the Teacher nights and Learning Conversation Evenings. We have also created, and shared, a series of videos, through our YouTube channel that link to each cog.

### Statement

Emotion Works has ignited a spark and continues to fuel passion and excitement for teaching and learning emotional literacy in both staff and pupils alike. Emotion Works has formed the basis for conversations around emotions, triggers, behaviours and self-regulation strategies that we never dreamed of from learners of this age and stage in their development.

Emotion works training set the cogs in motion, pun intended, for a sustained whole school approach to improving the health and wellbeing of every member of our school community by creating an accessible resource that has captured the imagination of the learners in their ability to use their coglifying glasses and their coggles to identify emotions, triggers, behaviours and strategies in a whole range of media; books, video clips, or real life scenarios.

Staff have been inspired to be creative in their delivery both to learners and the wider school community, ensuring a shared language for all.



## Example Primary Fife

### Goals

1. To achieve our Bronze award by October 2025 and our Silver Award by June 2026.
2. To increase learner's confidence in identifying their emotions and their ability to discuss/reflect on them.
3. To have a consistent and universal approach to learning about emotions across all stages within Abercromby Primary.

### Parents

Regular updates are shared on Class Dojo with families on the learning that takes place in each class around Emotion Works



### Statement

We have been on our Emotion Works journey for a few years now and feel it is starting to be embedded across all aspects of school life at Abercromby. Staff were enthusiastic about implementing the programme and took the time needed to become familiar with the approach. Learners have been introduced to the different cogs at the appropriate stages and are starting to become confident in using this language when discussing their emotions or incidents that take place. All classes have an Emotion Works display up that is referred to regularly.

We are looking forward to rolling this out further, both within the school and the wider school community (e.g. families). We are keen to look at our Health and Wellbeing planning and make links throughout the

year between other topics and Emotion Works. Our hope is that it become standard practise across all aspects of school life and learners continue to develop their understanding of their emotions.

### Example PS Glasgow

#### Goals

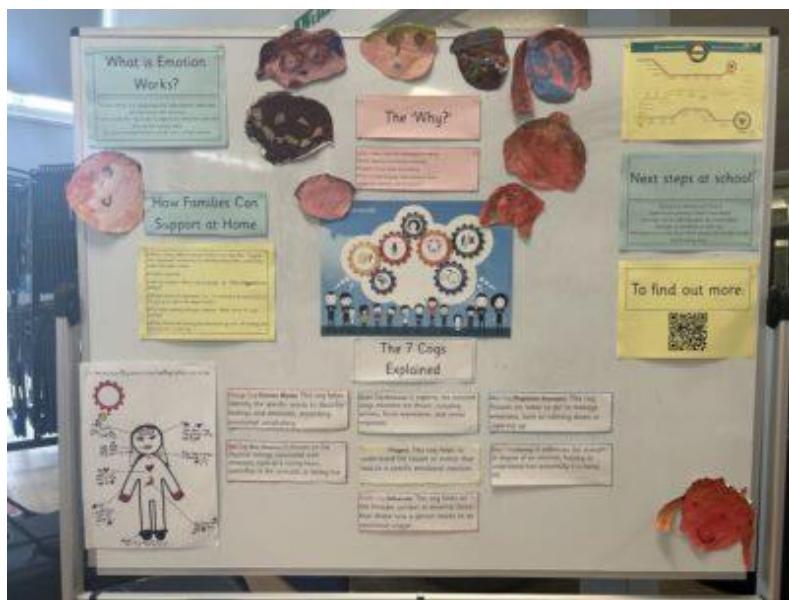
Shared language for all staff, pupils and families around emotions.

Learners and staff able to use regulation strategies in times of need.

A more emotionally literate environment.

#### Parents

Cog prompt sheet to take home activity will be sent out at the start of next term.



#### Statement

Staff are excited for the journey and are already beginning to use the language when supporting learners and engaging with texts and stimuli in the school and their classrooms. All classrooms have begun to build their Emotion Works classroom display and have implemented an emotional check in, either physical or digital in the morning.

## Example PS Inverclyde

### Goals

1. Improvement in children and young people's health and wellbeing by further developing Social and Emotional Learning.
2. Continue to support children who are presenting with behavior that challenges to recognize and understand emotions language enabling them to use successful strategies to help them re-engage with learning.
3. A whole school approach to Emotion Works and the Integration and modelling of SEL through every-day teaching

### Statement

As a whole school staff we explored the value and impact of emotion works by viewing videos etc together. We had a trial period of about 3 months and then felt we were ready to roll out fully to whole school. We have purchased resources for each stage and staff are finding this very useful as well as having direct links to the website. We are finding that even at these very early stages our children are using the language of emotion works and are becoming more confident in expressing how they feel, especially in our upper primaries.

We are looking forward as a whole school to further develop our understanding of emotions and how these impact on our lives both in and out of school. We will continue to support and encourage all of our pupils to make the most of the opportunities we are providing here at school to help recognise and understand their own emotional journey.



## Example secondary SEBN

### School Goals

To develop the emotional literacy of students across the curriculum.

To develop students communication through improving their emotional vocabulary.

To raise attainment through improving pupils emotional wellbeing.

### Parents

We have included progress in pupil's engagement with emotion works in the education reports.

### Supporting Statement

In starting our emotion works journey we have engaged in online training as a management team. This has been excellent in building our knowledge of how to implement emotion works within the school. We also met with another school lead who delivers emotion works in a similar setting. This was an excellent networking opportunity which allowed us to gain a better understanding in how to approach staff training, delivery of emotion works and how to best use the resources available. We then used in service days to train staff in what emotion works is, how to deliver emotion works and how it can be integrated into the wider curriculum within our setting. As a management team we agreed the three goals we wanted to achieve from emotion works and decided to plan to focus on one cog at a time. Staff had the opportunity to have a log in to access resources and plan how to use emotion works within their department. In delivering emotion works we completed a baseline assessment for each member of staff and young student which informed planning for lessons. Through this emotion works has been part of the curriculum and teachers planning in recent months. Pupil's have responded positively to this and developed skills from our target goals

