

# Whole-school vision for EHWB and SEL

*Considerations for Principals/Head-teachers on embedding  
PATHS® into the school ethos*



# PATHS®

The PATHS® Programme for Schools (UK Version)  
Promoting Alternative Thinking Strategies

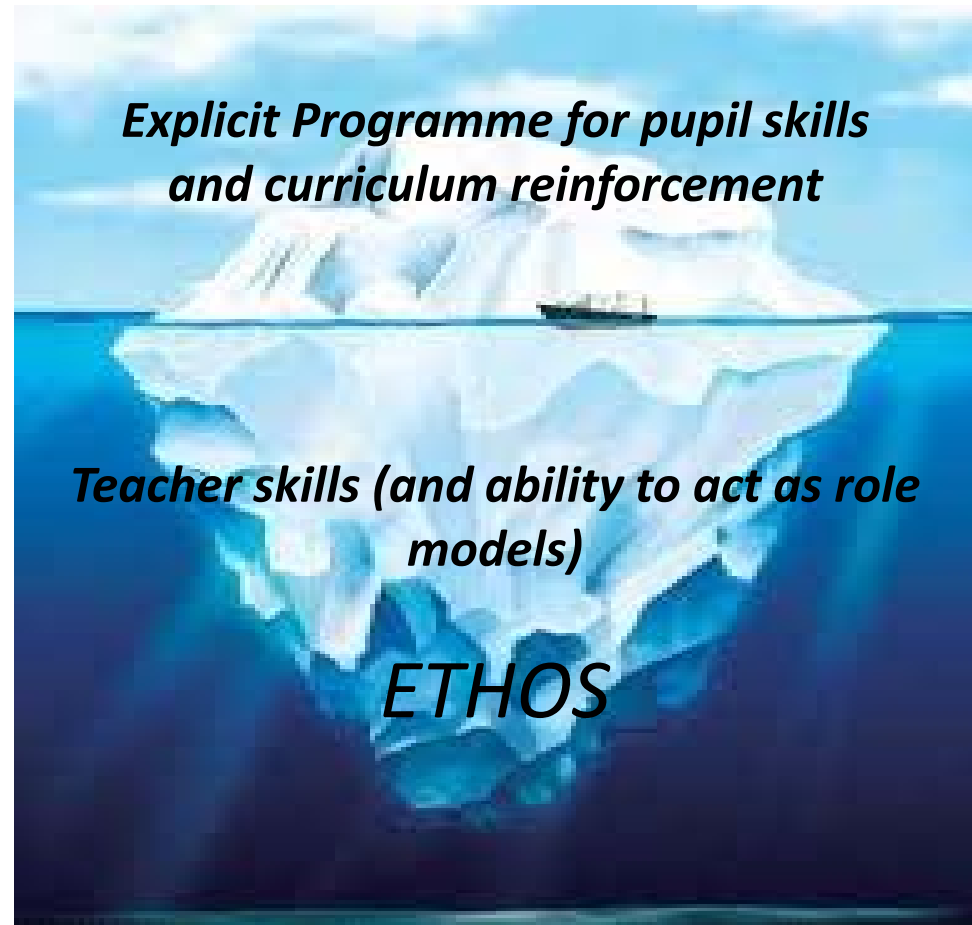
Mairead Ewart  
PATHS® Manager  
Barnardo's UK

PATHS® Plus+

PATHS®  
The PATHS® Programme for Schools (UK Version)  
Promoting Alternative Thinking Strategies

Believe in  
children  
Barnardo's

# Why do we want a whole-school ethos?



# Barnardo's PATHS<sup>®</sup> UK



Barnardo's Registered Charity Nos: 216250 and SC037605

**PATHS<sup>®</sup> Plus** +

**PATHS<sup>®</sup>**  
The PATHS<sup>®</sup> Programme for Schools (UK Version)  
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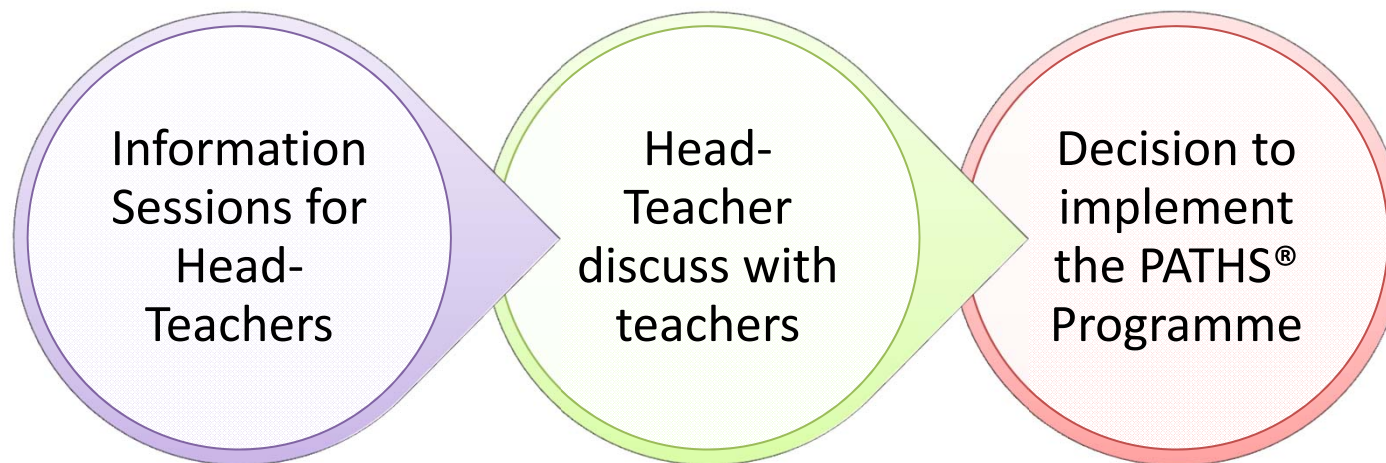
Believe in  
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# How does Barnardo's support schools?

- We support schools to effectively implement the PATHS® programme to ensure the best possible outcomes for its pupils and the wider school community, planning for sustainability
- Planning
- Training and implementation Support
- Skills development
- Quality assurance
- Sustainability

# How does Barnardo's engage schools?

## *Stage 1*



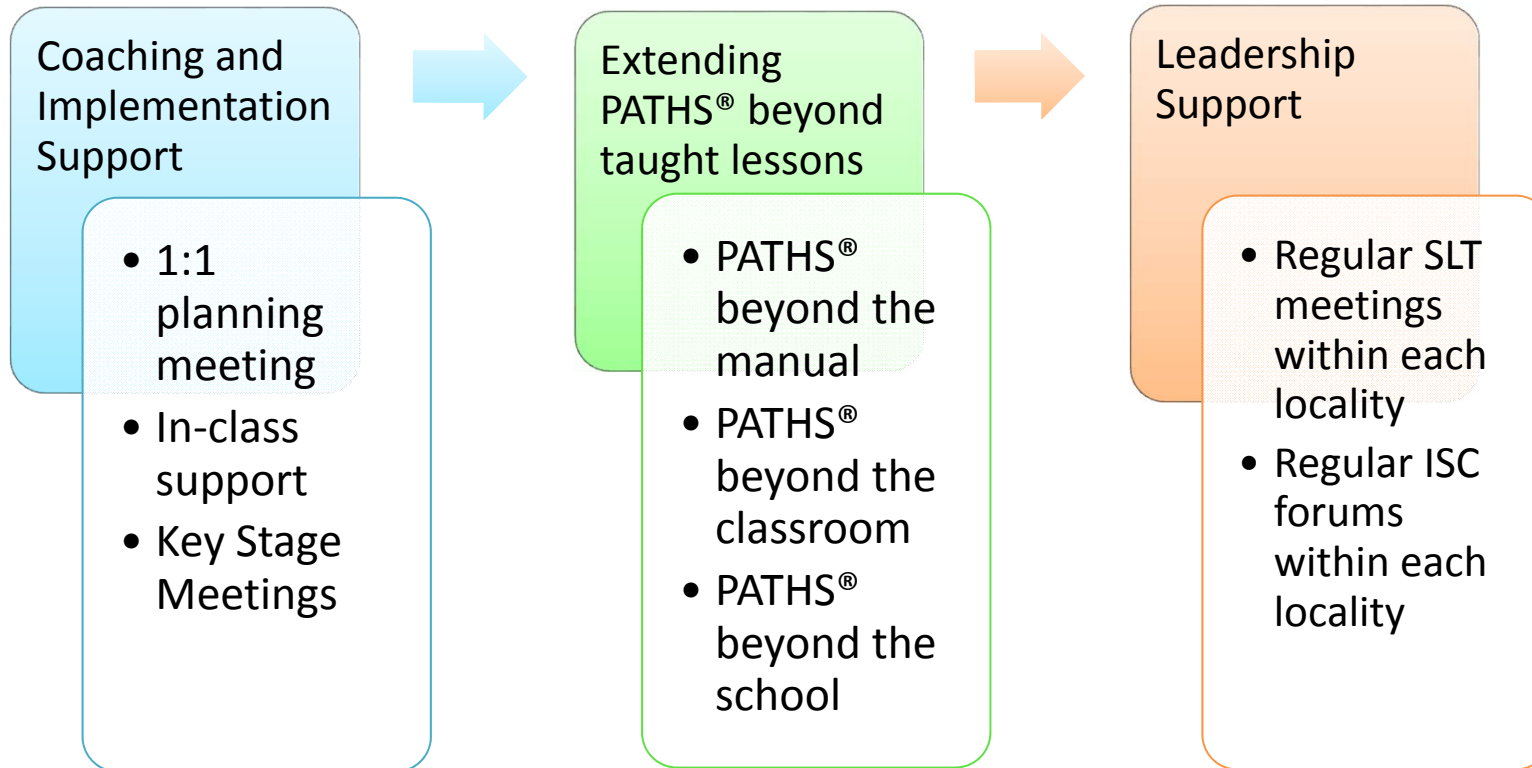
# How does Barnardo's engage schools?

## Stage 2



# How does Barnardo's engage schools?

## Stage 3



# The importance of ethos

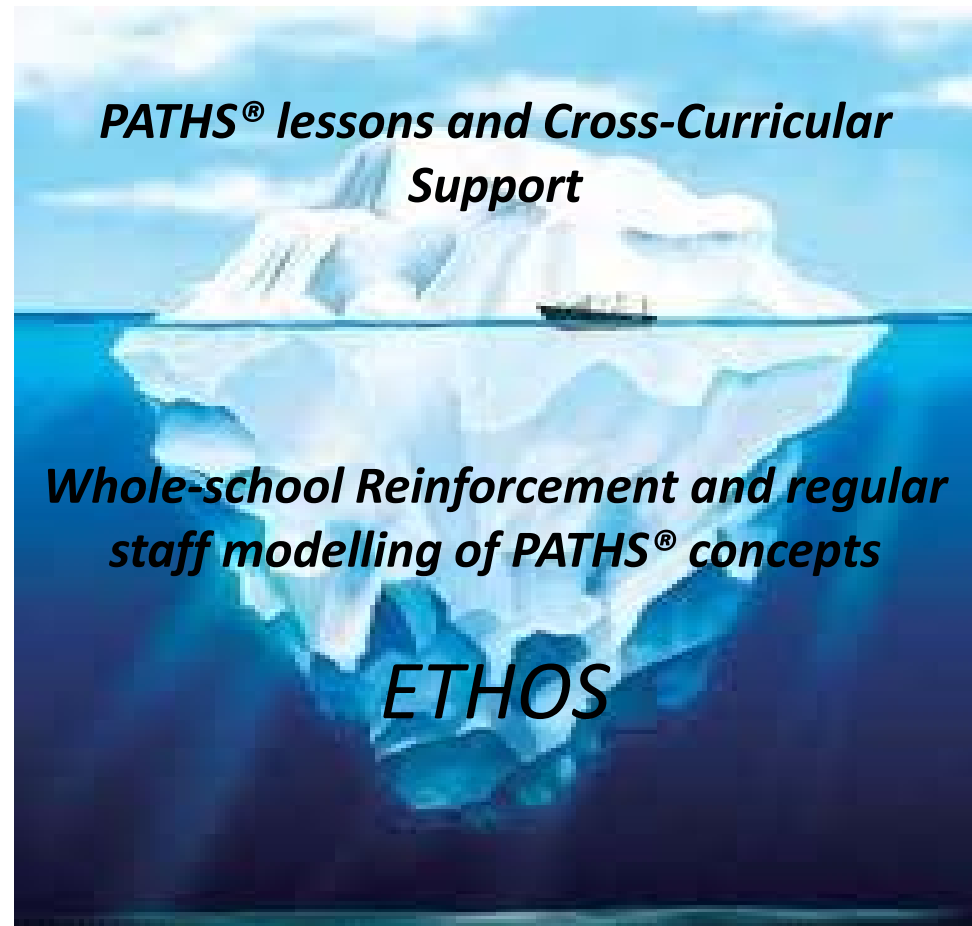


I've learned that people will  
forget what you said,  
people will forget what you  
did

**But people will never forget  
how you made them feel**  
(Maya Angelou)



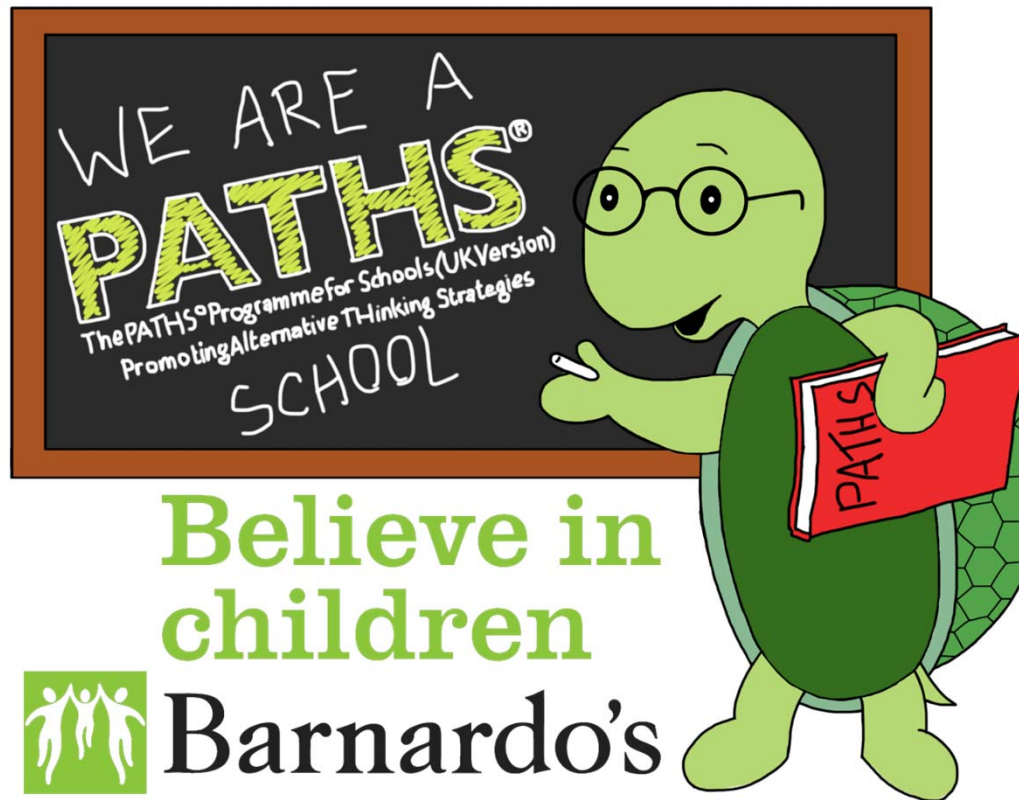
# How does PATHS<sup>®</sup> support a whole-school ethos?



# Top Tips for Principals in developing a PATHS® whole-school ethos

- Attend training and understand the curriculum
- Ensure there is an ISC available to support teachers to deliver PATHS®
- Integrate PATHS® into whole-school policies (e.g. SDP, Behaviour Management, safeguarding, discipline, SEL etc)
- Support staff to timetable PATHS®
- Make PATHS® visible throughout school-life
- Think about how senior leaders will model PATHS® through assemblies, behaviour management etc
- Monitor Impact regularly

# How will we recognise a PATHS® whole-school ethos



“Teachers report fewer “telling of tales” after break times”

“Attendance is better”

“There is a significant reduction in referrals for staff looking for support for stress”

“We have fewer physical fights in the playground than before.”

“The number of children who miss out on the end of term treat has reduced significantly since we began PATHS. Pre-PATHS around 20-25% of children would miss out on this. At the last end of term treat, this figure was reduced to less than 1%.”

“Significant reduction in number of requests for SMT to remove children from class”

“We no longer see children running out of class or out of school, or displaying violent behaviour.”

“Behaviour has improved”

“Teachers and pupils are happier”

Remember the difference  
between a  
boss and a leader;  
a boss says "Go!"  
a leader says "Let's go!"

-E.M. Kelly