

**A Child's World – New shoes New direction
11-13th July 2018**

ABSTRACT

Please note the following before completing the attached proforma:

- The title must be the same as in the originally submitted abstract unless instructed otherwise by the Conference Team;
- The authors must be the same as those in the originally submitted abstract (unless there are more than two authors who are linked with the paper);
- However, only co-authors named in the original abstract submission are eligible to register;
- Please note that this is not an opportunity for you to present a new or substantially different abstract but to check and edit your abstract, otherwise your abstract will be disqualified;
- Abstracts must be in Arial font using type 12 point;
- Your abstract must be no more than 400 words (including title and key words);
- Any references should be acknowledged fully using the Harvard referencing system. Referencing should follow the following examples:
 - Glover, D. and Coleman, M. (2005), "School Culture, Climate and Ethos: interchangeable or distinctive concepts?", *Journal of In-Service Education*, Vol. 31, No. 2, pp. 251-271.
 - Goldacre, B. (2013), *Building Evidence into Education*, Department for Education, London.
 - United Nations (1989), "Convention on the Rights of the Child", available at: <http://www.ohchr.org/en/professionalinterest/pages/crc.aspx> (accessed 1 September, 2013).
 - Brennan, K. A., Clark, C. L. and Shaver, P. R. (1998), "Self-report measurement of adult attachment: An integrative overview", in Simpson, J. A. and Rholes, W. S. (Eds.), *Attachment theory and close relationships*, Guilford, New York, pp. 46-76.
- Include up to five key words at end of the abstract;

- Additionally provide a shortened abstract of up to 100 words (excluding title & key words) to be included online under the A Child's World – Next Steps website
- This abstract proforma needs to be returned by e-mail to the Conference Team by Friday 9th March 2018, in order for your abstract to be included in the Conference Proceedings book.

Confirmation of Abstract	
Title of Abstract	Well-Being and Resilience in a secondary School in Wales: Pupils and Staff Perspectives.
Name and title of Authors* (Mr/Miss/Ms/Mrs/Dr/Prof/Other)	Author 1: Dr Gil Noam Author 2: Dr Nichola Welton Author 3: Dr Stuart Jones Author 4:
Abstract (no more than 400 words including title and key words)	<p>Issue Addressed: The paper will focus on a small scale participatory research project carried out at a rural secondary school in Wales. The overall aim of the research was to support the schools work in developing well-being and resilience with pupils and to evaluate the impact of well-being initiatives adopted.</p> <p>The following research questions were explored: i. Factors that influence the well-being of pupils at the school. ii. The barriers that may affect well-being and resiliency (Pupils and Staff perspective) iii. The role of a Holistic Student Assessment tool that has been introduced through collaboration with Harvard University’s Medical School PEAR Programme (Noam et al., 2012). iv. The effectiveness of HSA and other interventions targeted at increasing resiliency and well-being.</p> <p>Methods and Approaches: A qualitative constructivist participatory design was adopted (Denzin & Lincoln, 2011; Mason, 2002, 2010). This enabled an exploration of how the initiative (HSA & associated interventions) works in context. The method used were focus groups, N= 3x focus groups, this included: Staff x 1; participatory focus groups with pupils x 2 (Years 7/10). Participatory principles and methods of data collection were used to engage the pupils and provide them with an opportunity for their views to be taken into account (Flores, 2008) and to have a voice in decision making processes (Cawler, 2005), (Welsh Government, Rights of the Child, 2017).</p> <p>Results: A number of key themes were identified that suggested: i. Research identified opportunities for promoting young people’s well-being ii. Research identified some issues that may impact on promoting young people’s well-being iii. From a Staff perspective the value of the HSA was identified iv. From a Pupil perspective interventions seem to have had a positive impact on them</p> <p>Conclusions: It was evident that the school is clearly providing opportunities to</p>

	<p>promote well-being and utilising external bodies to support pupils well-being. However it would seem there is a need to consider further young people's views on what impacts their well-being within the school and beyond the school environment.</p> <p>Two key recommendations for further research are: Firstly, to continue to draw upon a qualitative participatory methodology to engage ethically and appropriately with young people. Secondly, to carry out further focused research with young people regarding the HAS in partnership with the PEARS programme.</p>
Key Words (up to five)	Well-being, Resilience, Evaluation, Participatory Research
Shortened Abstract (for online purposes up to 100 words excluding title & key words)	<p>This paper will focus on a small scale participatory research project carried out at a rural secondary school in Wales. The overall aim of the research was to support the school's work in developing well-being and resilience with pupils and to evaluate the impact of well-being initiatives adopted. The research also focused on the role of a Holistic Student Assessment tool that has been introduced through collaboration with Harvard University's Medical School PEAR Programme (Noam et al., 2012). The research involved 3 focus groups, 1 x key teaching staff, 2 participatory focus groups: 1 x year 7, 1 x year 10. The results illustrate key themes that impact young people's well-being and emotional health in school as well as what supports pupils.</p>

* Only co-authors named in the original abstract submission are eligible to register