



The Nottingham Emmanuel School



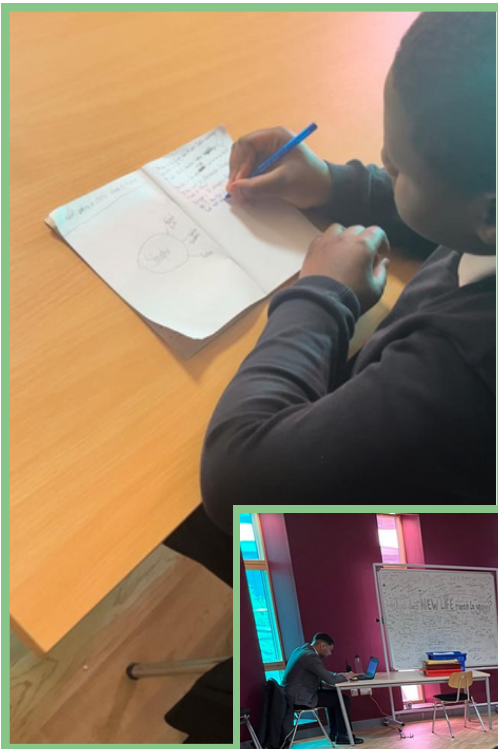
OVERVIEW

Freedom Foundation works to empower children and young people by using singing, songwriting, music, and positive affirmations to help them express their emotions and boost their mental health.

We believe that all young people have the potential to thrive and through the creative arts they can explore their identity, celebrate diversity, and harness their individuality.

Motivational Mornings are designed to motivate young children and young people at the beginning of their educational day, allowing them to release emotional anxieties in a safe environment.

Freedom Foundation brought their Motivational Mornings programme to The Nottingham Emmanuel School in January 2023 for 35 weeks. Throughout the year of delivery, we could see amazing differences in the children.



SNAPSHOT

Term 1

12

Children attended

11

Weeks of delivery

68

Total attendances

60%

Group's average attendance for sessions

Term 2

17

Children attended

12

Weeks of delivery

133

Total attendances

75%

Group's average attendance for sessions

Term 3

17

Children attended

12

Weeks of delivery

115

Total attendances

76%

Group's average attendance for sessions

Across the whole year of delivery...

22

Children attended in total

316

Total attendances

6 -

Children attended for one term

8 -

Children attended for two terms

8 -

Children attended for all three terms

WHAT WE GOT UP TO

HOW DO WE SEE OURSELVES?

We looked at who we are, learning to accept ourselves whilst understanding that it is OK to be different. We had a discussion led exercise to help explore emotions and how we really feel about ourselves both in reality and online.

Facilitator note - Term 2 Week 10

“During the positive reflections activity we asked the children, “How far have you come and how has the programme helped you?”. The children reflected on how they acted when they started the programme and how they see themselves now, most children said that their behaviour had massively changed. Others said their behaviour had improved and then dipped again but that they now understand their wrongdoings and that they hold themselves accountable for their actions.”

“We completed an activity where the children noted down two positive and 2 negative things about ourselves. This was really interesting as the boys found it hard to write about themselves. We explained that the notes could be about anything and they then found it easier. The negatives were interesting as the boys wrote down more than three points.”

Facilitator note - Term 1 Week 1

RELEASING EMOTIONS

Through discussions and writing tasks the children were able to express their emotions about how they felt about themselves and others.

“The interview chairs activity was a huge success, the children really enjoyed it. We asked them a series of questions which some of the children found difficult to answer, but it was nice to hear them expressing themselves and sharing their stories with each other.”

Facilitator note - Term 1 Week 7

Facilitator note - Term 2 Week 3

“We had a strong discussion on ‘Trust’, all the children had strong views on this topic. We delved into the reasons of their trust issues and explained how we are trusting them to make changes in school. Together, we later went on to conducting the ‘Falling Trust Exercise’ which went well.”

“Good discussion on mental health, one child replied saying, ‘These sessions help me with my mental health... I struggle with my mental health, I need support and people just think I am naughty all of the time’.”

Facilitator note - Term 3 Week 5

WHAT WE GOT UP TO

SOCIAL MEDIA

Most of the topics discussed were connected to social media and how it has on us as individuals, together we weighed up the pros and cons of being on social media. Following on from these conversations, we informed the children about how to be safe online.

From the children who attended week 1 during the first term of delivery...

6 children stated they use...

YouTube

Snapchat

Gaming socials

50%

Had felt unsafe through social media communications

One child stated that social media effects their mood and behaviour

From the 9 children who attended the final session during the third term of delivery...

8

Reported that they had learned how to be safer online

50%

Had made their social media profiles safer after our sessions

How?

“By my using my real name” “Setting my profile to private”

Child quote - Term 1 Week 2

“Social media can be a toxic place but is also great for growing a business and connecting with friends.”

“We had strong discussions on social media, the children knew more cons regarding social media than positives which was good. They all understood how to be safe online.”

Facilitator note - Term 3 Week 2

WHAT WE GOT UP TO

SONG WRITING

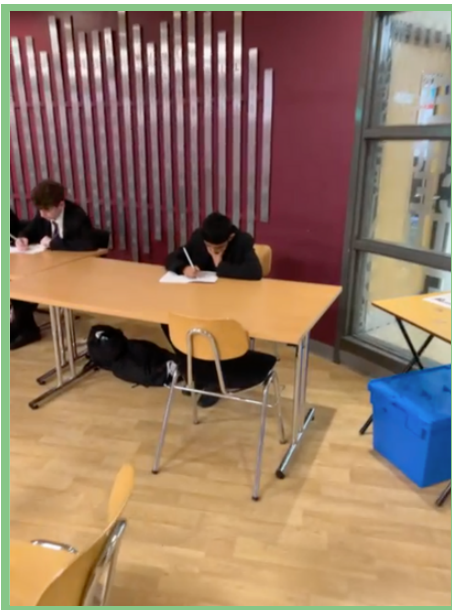
The children learned how to structure a rap/song, using their emotions, real life experiences and thoughts around various topics. Across the three terms of delivery, most of the children enjoyed getting stuck into song writing activities, producing and creating impressive pieces of work.

“We discussed confidence when delivering their work, we encouraged them to share some of their work with each other. Although they were reluctant at first, they all shared in the end. Overall, the children wrote some powerful lyrics which they prepared to deliver without music, so it had a spoken word vibe to it.”



**Facilitator note -
Term 3 Week 11**

“Song writing is going well. We talked about beats versus a capella, how to count bars, listen for the drop, and how to keep the words in sync with the beat. Some of the children shared their work at the end which was really impressive. One child wrote some particularly deep lyrics.”



**Facilitator note -
Term 3 Week 7**



“The children really got stuck into the song writing and music task this week. One child really started to open up about their struggles regarding not having their dad in their life, they believe this is a real trigger for them.”

Facilitator note - Term 2 Week 2

WHAT WE GOT UP TO

MOVEMENT SEQUENCES & BREATHING TECHNIQUES

Demonstrated for those who suffer with anxiety as a tool to help them change their mindset and mood and learn to take control of their emotions in difficult situations. The group were taught both a movement sequence with music as well as breathing techniques, we teach the students this as another way to cope with anxiety or the stresses of everyday life.

“Following on from one of the activities, the children had to do a forfeit which allowed them to get up, sing, and dance which was great to see. They were all laughing and expressing themselves.”

**Facilitator note -
Term 1 Week 9**

4M COPING STRATEGY

Through having an understanding of how music can have an impact on our mental state of mind, we equip children with tools to develop their creative thinking and to subsequently influence their outlook on life.

The 4M Coping Strategy is a method that has been tried and tested by Stacey Green (co-founder) on a number of children in various settings (including special needs schools) over the past few years. It has proven to have a positive impact on children and young people who may or may not suffer with anxieties.

“The 4M was interesting with their views on classical music. One child said, “I find it depressing”, they then started plying a classical piece on the piano.”

**Facilitator note -
Term 1 Week 3**



**Facilitator note -
Term 3 Week 3**

“The 4M activity went well, the children engaged and listened to the different music genres and could see how the music had an impact on how they felt.”

WHAT WE GOT UP TO

BEHAVIOUR CHECK-INS

Through our first term of delivery with this group of children, we realised that we had to adapt our usual Motivational Mornings delivery to focus more on the children's behaviour. We implemented weekly behaviour check-ins where we discussed how many positive and negative behaviour points they had received in the previous week, we then encouraged the group to reflect on their behaviour and whether they could have dealt with situations differently. Throughout the weeks of delivery, we observed an increase in positive negative points and a decrease in negative behaviour points given to the children, this trend was also observed by the Year 9 Year Leader, Mr Barrow.

Year 9 Year Leader - Mr Barrow

"We had a discussion on behaviour and Mr Bennett gave us the behaviour reports, we compared how the biggest changes in positivity are happening to the students that have been to every single session. The students who have not been attending have showed the least improvement. This was needed in today's session to give the students a reality check. This led us into a discussion on how they can make changes to their week and how they can reach their potential and that's doing your homework working on their attendance, and goals."

"Since you have been running the project with the pupils, we have seen a significant decrease in the number of negative points the group have received and in turn a significant decrease in detentions and ILU visits. The four students on the most negatives combined prior to the project starting was 245 on February 6th, 2023. Since you have been working with these same four student their combined number of negatives is 23 which is a massive improvement."

Facilitator note - Term 1 Week 10

"Was nice to have the sessions up and running after 2 weeks of Bank Holidays, it was good to see some positive behaviour from one child in particular who struggles the most and is making real improvements. Massive improvements in behaviour and attendance from a second child who he is now up to 2 lessons a day now"

"We discussed the programme and most students felt they had become more aware of their behaviour through our weekly discussions and were able to reduce the frequency of fixed term exclusions and negative interactions in general which is really positive."

Facilitator note - Term 2 Week 2

Facilitator note - Term 3 Week 12

PRE + POST-EVALUATION

 = Pre-Evaluation

 = Post-Evaluation

85%

Had written a song or poem before

100%

Reported that they liked attending school

71%

Reported that they were selected for the programme because of their behaviour

33%

Had sang or danced before joining the programme

78%

Reported they will continue singing and dancing

71%

Reported that they struggled to focus/ concentrate in lessons

86%

Stated the programme helped them focus/ concentrate more

100%

Struggled to focus/concentrate in class

50%

Reported the programme helped them with their focus and concentration

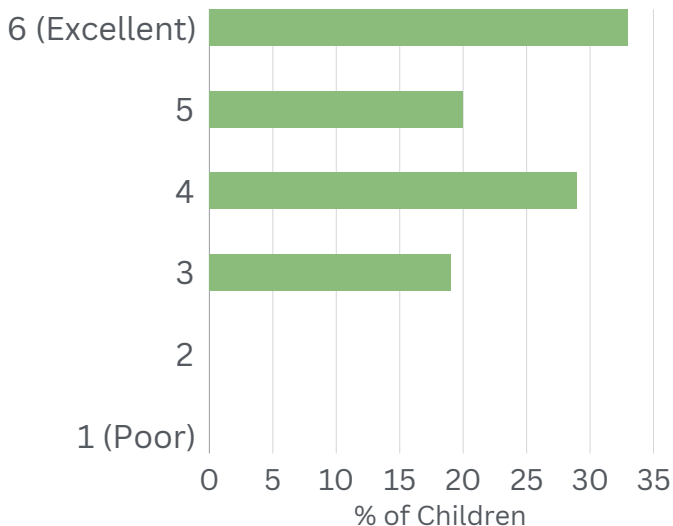
100%

Found it difficult to manage their anger

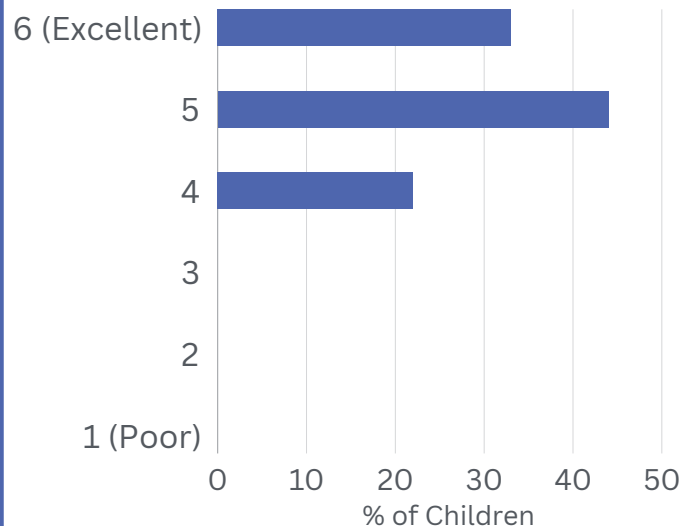
90%

Reported the programme helped them to understand why they get angry

Rate your confidence



Rate your confidence



PRE + POST-EVALUATION

43%

Understand what mental health and wellbeing means

57%

Feel confident enough to express their emotions

78%

Had a better understanding of what mental health and wellbeing means

78%

Stated the programme helped them to improve their mental health and wellbeing

89%

Stated the programmed helped them process/manage their emotions

78%

Reported the music activities helped them express their emotions

86%

Believed their behaviour had an impact on their learning

100%

Believe their behaviour has improved in school since attending

100%

Felt less anxious after attending the MM sessions

89%

Stated their knowledge of music increased during the sessions

89%

Reported they now know how to construct a song

89%

Reported the programme helped them feel more prepared for the day ahead

67%

Stated that they think that qualifications are important

How did the MM sessions make the children feel?

“Motivated me to have a good day”

“Calm”

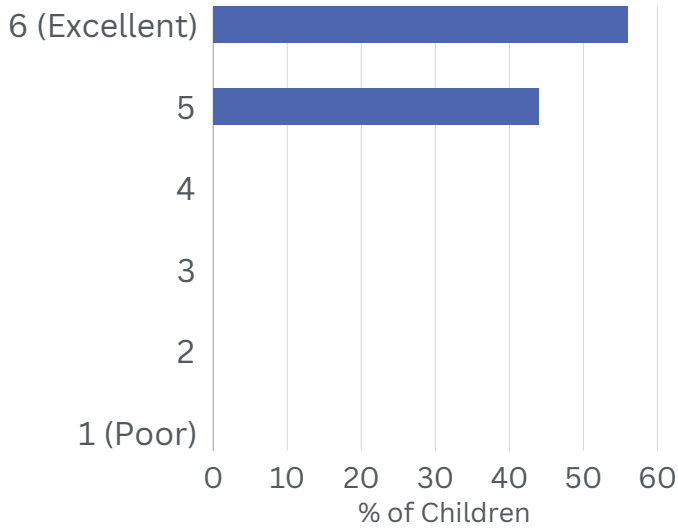
“Helped me to concentrate”

“Made me feel better”

“Made me think about my actions more”

CHILD FEEDBACK

Rate your experience of the sessions



What did the children enjoy most during the sessions?

“The music”

“Talking”

“Vibes”

“The discussion”

“Song writing”

What will the children continue doing away from the sessions?

“Reflect”

“Behave”

“To improve my behaviour”

“I would tell my friends about the MM sessions, they are calm. They help you with your behaviour and attendance.”

“The programme helped me improve my behaviour, it helps me concentrate. I now have someone that will listen to me and a safe space.”

“I cannot remember the last time my maths teacher gave me a negative, she is usually always on my case.”

“Before the programme, I was getting negatives day after day and now I am barely getting any negatives. So last week, I know I was only here for one day, but I got zero negatives. Whereas before, even if I was here for one day, I would have got at least 3 negatives. So that is an improvement as my behaviour has improved a lot over the last 11 weeks.”

“I missed the MM sessions during half-term.”

“My behaviour has changed lots so far, I have only picked up a warning instead of numerous detentions.”

“I used to have one lesson at school, now I have three. My attendance has also improved.”

“Thank you for helping us.”

“I feel like I do not need these sessions anymore, I am ready to go back to school.”

“I got 37 positive behaviour points last week!”

“The programme has taught me what’s good and what’s bad. It has also taught me to behave in classes, to stay out of detentions and isolations.”

TEACHER FEEDBACK

“The sessions focused on taking accountability and understanding the reasons the students make the mistakes they do are having a real effect on them and on how they carry themselves around school, being more open and honest when they make a mistake and admitting when they have done something wrong.”

Mr Barrow

“The group are a lot more focused in lessons and have seem to have gained a greater understanding of the reason they are in school and what they need to be successful in the future.”

“Combined negative points of all 13 students you have been working with from September to February was 389. Their combined neagtives since they have had sessions with Freedom Foundation from February to July was 312.”

Mr Barrow

“Thank you for your work and I look forward to hearing about the next session.”

“There has been a significant change in Child A’s behaviour in school. Hopefully they will be playing a piece on the piano for our celebration evening. I must admit, I was not sure that they would make the end of the year, but it shows how hooking into an area where they had confidence in really had an impact across the school.”

**Sandra Stapleton,
Principal**

“I have now been able to give some of these students leadership roles in school, for example, picking a number of them to participate in Year 6 transition days.”

Mr Barrow

“After speaking with a particular student, he feels that the sessions have helped him communicate when he is feeling annoyed/angry in the classroom instead of the immediate response being to walk out of the classroom. I agree with the student. I think particularly for the year 8 student you have been working with, they have communicated when they have an issue a lot better, had less issues in the classroom, and generally followed instructions better.”

“I had conversations with some of the students who have been in your cohort for mentoring. The students have enjoyed working with you guys. Most students feel like the sessions have helped them improve their behaviour and now understand behaviour expectations. The students now feel they have started to understand why the rules are in place and why they need to follow them.”

FACILITATOR FEEDBACK

“When we jumped straight into a resolving conflict task, we found out that three of the children in the classroom had conflict with each other. We were able to break down and iron out the conflict, they shook hands which was great to see as it could have ended up a lot worse if this was not resolved at our session.”

Term 2 Week 9

“Two of the children really got stuck into the ice breaker, they also then decided to jump to the song writing activity which was great to see them express themselves through their lyrics.”

Term 1 Week 4

“We completed the behaviour check-ins but this time we focused on, ‘Was it a positive or negative week?’ and ‘What can I do to ensure this week is more positive for me?’. Most of the children showed they they were able to self-reflect and take responsibility for their actions.”

Term 3 Week 11

“One child got a little worked up and left the room, I followed them out and after having a conversation they returned to the session and continued the activity. Later I was talking to a teacher at the school and was told before the programme started, this child would never have returned and would have gone home or staff would find it difficult to get them back into lessons.”

Term 2 Week 5

“One child in particular has shown incredible changes throughout the programme, they have taken on every note and advice. They started the programme as the most challenging, however, they now sit at the front ready to learn. They want to continue building up their timetable in school.”

Term 2 Week 7

“The group updated me on what they did during their half-term break. They mentioned that they had had fun but have come back to school with a new mindset ready to attack this term positively.”

Term 1 Week 11

“The children have mentioned how they have been trying to calm each other down outside of sessions.”

Term 2 Week 1

“We had a great group discussion on resilience, the children were able to give good examples of times they have had to be resilient.”

Term 3 Week 7



Thank you to The Nottingham Emmanuel School for giving Freedom Foundation the opportunity to work with your students. We had a fantastic time!



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