

positive.™

Who are Positive?

The Positive Group applies expertise in psychology, neuroscience, and medical sciences to help teachers, school staff and schools optimise wellbeing and performance. Focusing on positive, sustainable change, we teach practical skills that assist individuals to improve and maintain their psychological health and performance.

Positive's primary aims are proactive wellbeing and prevention. Combining the science behind psychological wellbeing with a range of evidence-based tools and techniques, we seek to raise awareness of the risk and protective factors linked with psychological health.

We focus on the core set of psychological skills, such as the ability to regulate our emotions or reframe challenges, which promote good psychological health and wellbeing. These are skills that can be taught and learnt at all stages of life. They can be embedded across the school curriculum and serve as a common thread underpinning a range of wellbeing initiatives. We believe that all schools can make positive, protective changes to their culture and practices to promote optimal psychological health.

“
Teacher morale directly correlates with student achievement; the higher the teacher morale, the greater the student achievement.
”

(Raines, 2011)

What is the Positive Schools Programme?

The GDST has partnered with Positive since 2016 to provide the Positive Schools Programme (PSP) to all schools in the Trust. Uniquely, Positive champions a comprehensive approach to psychological wellbeing, delivering transformative learning, starting with the teacher population.

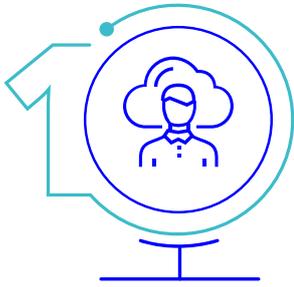
The PSP aims to improve and maintain the psychological health, wellbeing and resilience of teachers. Resilient teachers perform better under pressure, have better cognitive function (concentration, memory, decision making, innovation, curiosity and creativity), have a greater tolerance of uncertainty, experience better physical health and are more effective at positively influencing and motivating students.

Teacher wellbeing has significant implications for the individual teacher, their colleagues, their students and the school more broadly. Therefore, it is important that teachers are equipped with the knowledge and tools to thrive.

Once teachers have applied the knowledge and tools for themselves, they are supported to translate and share with their students the cognitive, behavioural and social skills that are known to generate and protect good psychological health. Teachers are ideally placed, with their professional expertise and understanding of what helps children learn, to translate and tailor the social and emotional learning for their school.

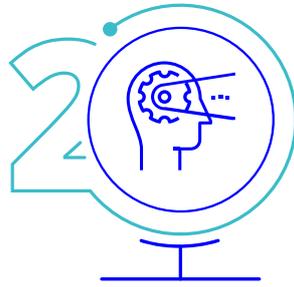
What do teachers learn on the PSP?

Grounded in theory and empirical evidence, the PSP builds several core protective psychological competencies. The programme provides teachers with an in-depth understanding of the cognitive and behavioural 'risk and protective factors' that influence psychological wellbeing, levels of resilience and cognitive flexibility. Each module introduces practical knowledge and tools that normalise our response to stress and pressure, increase emotional literacy, self and social awareness and emotional regulation.



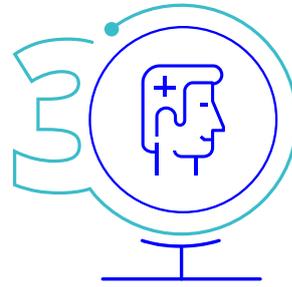
Awareness

Our thoughts, emotions and behaviours are all inextricably linked. Becoming aware of our emotions and how they influence our thoughts and behaviours is the first step to improving psychological health



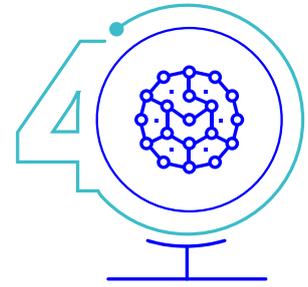
Focus

We all have a limited capacity for attention. Being able to direct our focus and manage our cognitive resources is key to optimising our productivity, creativity and performance



Mindset

Our individual and group mindsets significantly impact our work and wellbeing. By improving our awareness and challenging natural biases, we can increase optimism and better manage pressure and uncertainty



Connection

Our social interactions and the quality of our relationships play a crucial role in our psychological health. By improving understanding of human connection and how to build trust and collaboration, we can have a significant impact on psychological health and performance



This can impact on all of the staff and how they work, and how they feel about themselves. This can impact on all the girls in every aspect of their life. But this can also impact on the exam results, because if we can get this right, then [it can change] the girls' resilience and the girls' self-belief.



Jane Everett | Curriculum Leader for Science / Positive Programme Lead, The Belvedere Academy



We are trying to support the girls and we're trying to make [the Positive tools] a part of the culture, so that it really is a case that they are practising it when they're well. So that when they're feeling less well, they're able to use those tools.



Richard White, School Consultant Teacher and Head of Year 9, Wimbledon High School

