

# The Wellbeing Alphabet™

**The Wellbeing Alphabet™ is a social-emotional learning programme, which supports children to express themselves. The programme is inclusive, enabling learners to explore wellbeing through methods including: film, conversation, arts and crafts, writing and drama.**

Launched in 2016, The Wellbeing Alphabet™ was designed by Nathalie Carter - a public health specialist, wellbeing mentor and tutor. The programme was originally developed by Nathalie for her own son. Early consultation with professionals, including: Headteachers, Educational Psychologists, Behaviour and Play Therapists, indicated the wider need for this programme. Three years of piloting highlighted that sessions are most appropriate for pupils in Year 1-5. Application is equally beneficial outside of this age range, provided delivery is tailored to the learners. Since 2016 The Wellbeing Alphabet™ has been delivered by the founder and teachers, to over 100 children.

Programme delivery has included home and school tutoring including in nurture groups: and 1:1 teaching. The programme has been delivered to meet needs including: as a holistic wellbeing programme for children with no additional needs; as a confidence, self-esteem, emotional and behavioural intervention; to children assessed as vulnerable; for children with diagnosed Special Educational Needs and Disabilities, including, ADHD, autism, dyslexia, sensory processing disorder and visual impairment, including those with and without EHCP plans. The programme has been delivered to children who are bi-lingual and who have English as a second language, with translated material including Spanish and Mandarin. Initially rolled out as an A-Z curriculum, the programme is now accessible in modules, starting with A-F - 'Able To Share Feelings'. An introduction and evaluation is built in to assess impact.

## **A-Z programme feedback (nurture groups, 2017)**

### **Hartside Primary School, County Durham - Year 1**

"This programme has been effective in helping children with their emotional wellbeing/understanding and behaviour." (Mrs Emily Coburn, Teaching Assistant)

"The Wellbeing Alphabet™ is a really lovely idea, very infant-focused, and I would definitely use it in my school. It really complements Personal, Social and Health and Citizenship Education." (Mrs Rebecca Fernandes, Deputy Head Teacher and SENCO)

"The Wellbeing Alphabet™ means being kind and happy." (Pupil, Year 1)

"My child loved the small group interaction. They said it made them feel calm and want to be calm. They showed a much better understanding of how others would feel. We continued this work at home. This is a fantastic initiative and really helps parents to understand and communicate to the children in a clearer way." (Parent, Year 1)



### **Parkside Academy, County Durham - Year 7-8**

"I have seen a difference in the young people who are a part of the wellbeing group. They have grown in confidence, self-esteem and also how they can express their feelings." (Mrs Donna Heslop, School Counsellor)

"I think The Wellbeing Alphabet™ is a brilliant programme. To me it has changed my grandson who now can express his feelings more often than before." (Carer, Year 7)

## A-F Programme feedback (nurture groups, 2018)

### Le Cateau Primary School, North Yorkshire and Dean Bank Primary School, County Durham, Year 2-3

To understand the impact of phased delivery, a feasibility study was completed on the 'A-F' stage of the programme. This independent evaluation was completed by Dr. Beng See, a Professor of Education and Fellow of the Wolfson Research Institute for Health and Wellbeing, Durham University.

Method: The A-F phase of the programme, titled 'Able To Share Feelings' was delivered stand-alone through an introduction session, A-F, plus evaluation (8 x 40 minutes). Teachers across two schools were asked to select children in Year 2 and 3, who they felt would benefit from support in confidence and emotional expression. An independent evaluator randomly selected children to participate in the programme. 25 children across both schools participated in the study.

Outcome: Of the questions measured, five clear positive outcomes were shown, indicating the impact achieved through phase A-F of the programme. The positive outcomes were:



### Pupil feedback, Year 2-3

"The Wellbeing Alphabet™ took away all my worries."

"It made me feel happy."

"If people are being bullied it gives you the confidence to tell someone and deal with it."

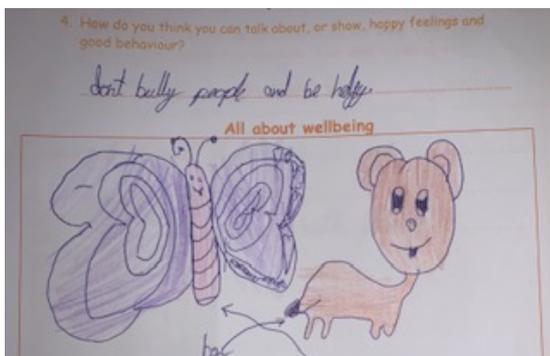
### Parent feedback

"My son has learned to grow more confident in himself and express himself fully. He has become more competent in his work and understanding of tasks in front of him. So proud of him for putting in 100%."  
 (Year 3 Parent, Le Cateau)

### Teacher feedback

"The group gave them a sense of purpose as they always asked when the next session was. They enjoyed the positivity of it. It helped with their social interaction skills. They enjoyed praising each other which was lovely to see"  
 (Mrs Kelly Costello, Teacher, Le Cateau)

"I chose children who sometimes presented with challenging behaviour or social and emotional needs. The children particularly enjoyed making collages."  
 (Mrs Sharon Temple, Safeguarding Lead and SENCO)



*'All about wellbeing' student artwork*



*'Cc for calm'*

*Students practising 'calm time' in class*

## HOME / SCHOOL LEARNING CASE STUDY 2018

“E began **The Wellbeing Alphabet™** in year 4, at a nurture group in **Abbey School, Darlington**, where she completed the A-F phase of the programme. E continued to lesson ‘Z’ through home tutoring with Nathalie, the programme founder. E has sensory processing issues and was struggling to keep up with the pace at school. Her confidence was also being affected as she had reached an age where she was realising she was different to her peers. After E started the course it became apparent very quickly that it was increasing her confidence and helping her with her reading and writing. Nathalie has a lovely naturing way with children, which definitely brought out the best in E. I believe it helped E open up in the classroom as the teacher often told me how shy she was. Following the programme, E engaged more in school and was no longer afraid to join in. The course was fun for E, cleverly put together, so it does not feel like hard work to the child. It was definitely a positive experience for both E and myself as a parent. I would highly recommend it to everyone.”

**Y Dixon, Parent and Holistic Therapist**

“I used to think I could never be a genius because of things that people said to me. My teachers told me I’m dyslexic. I feel more confident now. I love drawing pictures in **The Wellbeing Alphabet™**. I want to be a gymnast and I am confident now.” **E, aged 8**

## HOME LEARNING TESTIMONIAL 2019

“J clearly remembers **The Wellbeing Alphabet™** and their meanings. He says he used ‘C for calm’ many times and it relaxes him. This has had a positive impact on J’s behaviour and our communication with him. I would highly recommend it as it can also have a positive impact on children’s mental health.” **Dr. Ranka, Parent to J, aged 9**



CONTACT: NATHALIE CARTER, FOUNDER ON:

[INFO@THEWELLBEINGALPHABET.COM](mailto:INFO@THEWELLBEINGALPHABET.COM)

[WWW.THEWELLBEINGALPHABET.COM](http://WWW.THEWELLBEINGALPHABET.COM)