



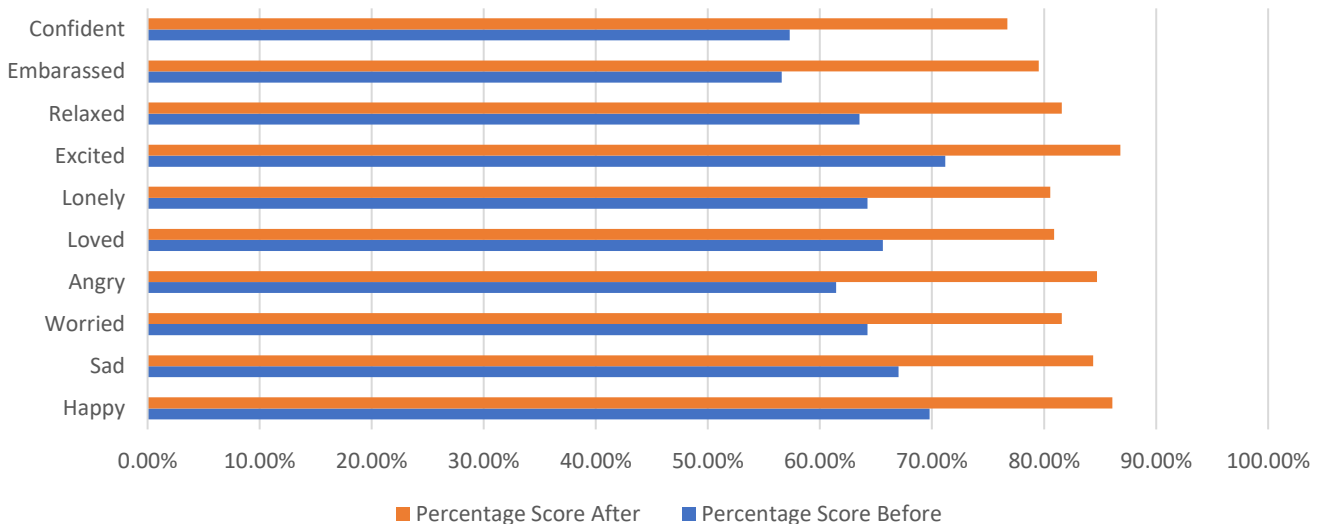
This report summarises the collective Jenby's in schools emotions groups outcome data from the Two Valleys Learning Collaborative (2VLC) schools from September 2018 and January 2019. The JQCE form was designed specifically to measure the impact of Jenby's in schools our emotions groups. All children were assessed, using the JQCE form, before starting the group and after completing the 6-week group to collect the information needed to assess the impact of attending a Jenby's in schools group. This JQCE was completed by the group facilitators for each school, following a brief assessment with each child. The children were all asked for their feedback and their parent/carer received a questionnaire to capture their feedback after the final group session. A summary of the child and parent/carer feedback collected is included at the end of the report. The data shows that pupils increased their understanding of their emotions, ability to talk about their emotions and knowledge of tools they can use to manage difficult emotions like worry and anger; all of which are important essential life skills for children and young people.

### 1. Understanding of and ability to talk about emotions:

When pupils were asked questions to assess their knowledge of and ability to talk about each emotion the overall scores following the 6-week program increased by an average of 18.19%, with peak increases being observed in their understanding of feeling angry (23.26%), embarrassed (22.92%) and confidence (19.44%).

Emotion	Percentage Score Before	Percentage Score After	Percentage Increase
Happy	69.79%	86.11%	16.32%
Sad	67.01%	84.38%	17.36%
Worried	64.24%	81.60%	17.36%
Angry	61.46%	84.72%	23.26%
Loved	65.63%	80.90%	15.28%
Lonely	64.24%	80.56%	16.32%
Excited	71.18%	86.81%	15.63%
Relaxed	63.54%	81.60%	18.06%
Embarrassed	56.60%	79.51%	22.92%
Confident	57.29%	76.74%	19.44%
<b>AVERAGE</b>	<b>64.10%</b>	<b>82.29%</b>	<b>18.19%</b>

Understanding of emotions: When do you get this feeling?



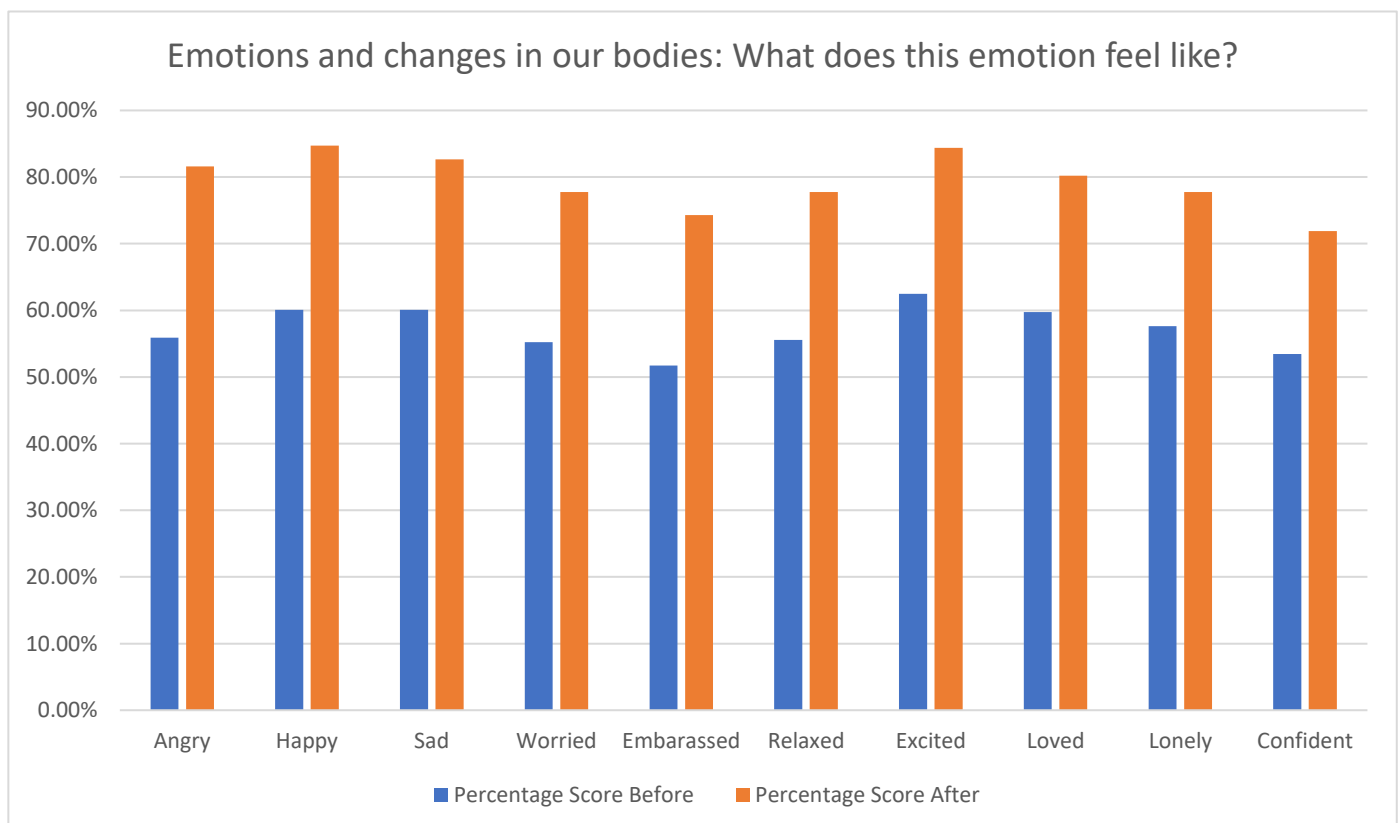
## 2. Emotions and changes in our bodies:

Upon completing the 6-week Jenby's in schools emotion group, pupils showed a better understanding of how their bodies and minds were connected. They were better able to identify how they were feeling by making connections with changes/feelings in their bodies (e.g. Butterflies feeling in their tummy when worried). When the before and after results were analysed they showed that children went from an average understanding before starting the group of 57.19% rising to an average understanding of 82.29%; which is an increase over 6 sessions/weeks of 22.12%. This demonstrates that as a result of attending the group children are better able to recognise the emotions they experience.

If a child has a better understanding of when they feel an emotion it will enable them to talk about how they feel and prompt them to use the effective strategies and tools they have learnt in the Jenby's group to better manage their emotion before they become overwhelming.

The results showed that pupils learnt the most about feelings they had when they became angry (increase of 25.69%). When children can recognise the early signs of becoming angry they are much more able to utilize effective calming strategies such as breathing exercises and/or relaxation techniques.

Emotion	Percentage Score Before	Percentage Score After	Percentage Increase
Angry	55.90%	81.60%	25.69%
Happy	60.07%	84.72%	24.65%
Sad	60.07%	82.64%	22.57%
Worried	55.21%	77.78%	22.57%
Embarrassed	51.74%	74.31%	22.57%
Relaxed	55.56%	77.78%	22.22%
Excited	62.50%	84.38%	21.88%
Loved	59.72%	80.21%	20.49%
Lonely	57.64%	77.78%	20.14%
Confident	53.47%	71.88%	18.40%
<b>AVERAGE</b>	<b>57.19%</b>	<b>79.31%</b>	<b>22.12%</b>



### 3. Recognising emotions in others:

Through attending the 6-week Jenby’s group the results show that pupils developed a greater awareness of how to recognise when other people may experience these emotions. The average increase was 18.96%. The greatest increase was in recognizing when another person feels loved (20.83%). This is an important essential life skill for children to develop that will enhance both their social and emotional development.

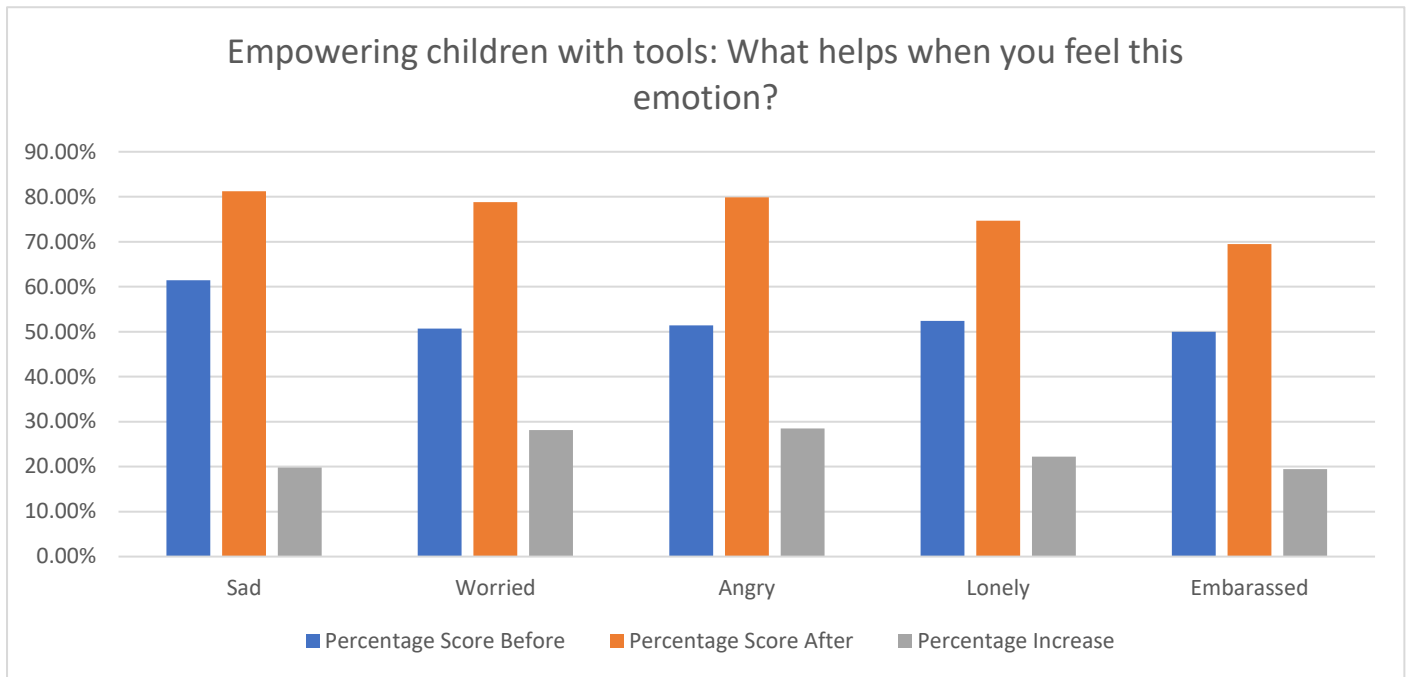
Emotion	Percentage Score Before	Percentage Score After	Percentage Increase
Happy	64.58%	81.94%	17.36%
Loved	53.47%	74.31%	20.83%
Excited	60.76%	78.82%	18.06%
Relaxed	54.86%	73.96%	19.10%
Confident	51.74%	71.18%	19.44%
<b>AVERAGE</b>	<b>57.08%</b>	<b>76.04%</b>	<b>18.96%</b>

### 4. Empowering children with tools:

The group sessions aimed to equip and empower pupils with a range of tools each week that they could use to manage difficult emotions. Our results found that pupils who attended the Jenby’s in schools our emotions groups were much better equipped with tools to manage difficult emotions like worry and anger by the end of the 6-week program. Learning how to manage difficult emotions is an essential life skill that the Jenby’s in schools groups are designed to equip and empower children with.

Emotion	Percentage Score Before	Percentage Score After	Percentage Increase
Sad	61.46%	81.25%	19.79%
Worried	50.69%	78.82%	28.13%
Angry	51.39%	79.86%	28.47%
Lonely	52.43%	74.65%	22.22%
Embarrassed	50.00%	69.44%	19.44%
<b>AVERAGE</b>	<b>53.19%</b>	<b>76.81%</b>	<b>23.61%</b>

The average increase in knowledge of how we can manage difficult emotions was 23.61%, with significant improvements in children being equipped to manage feeling worried (28.13%) and angry (28.47%). We know that worry and anger are two key emotions that children often struggle to deal with in their day to day life; as a result of attending the group sessions children feel better equipped to manage these feelings.

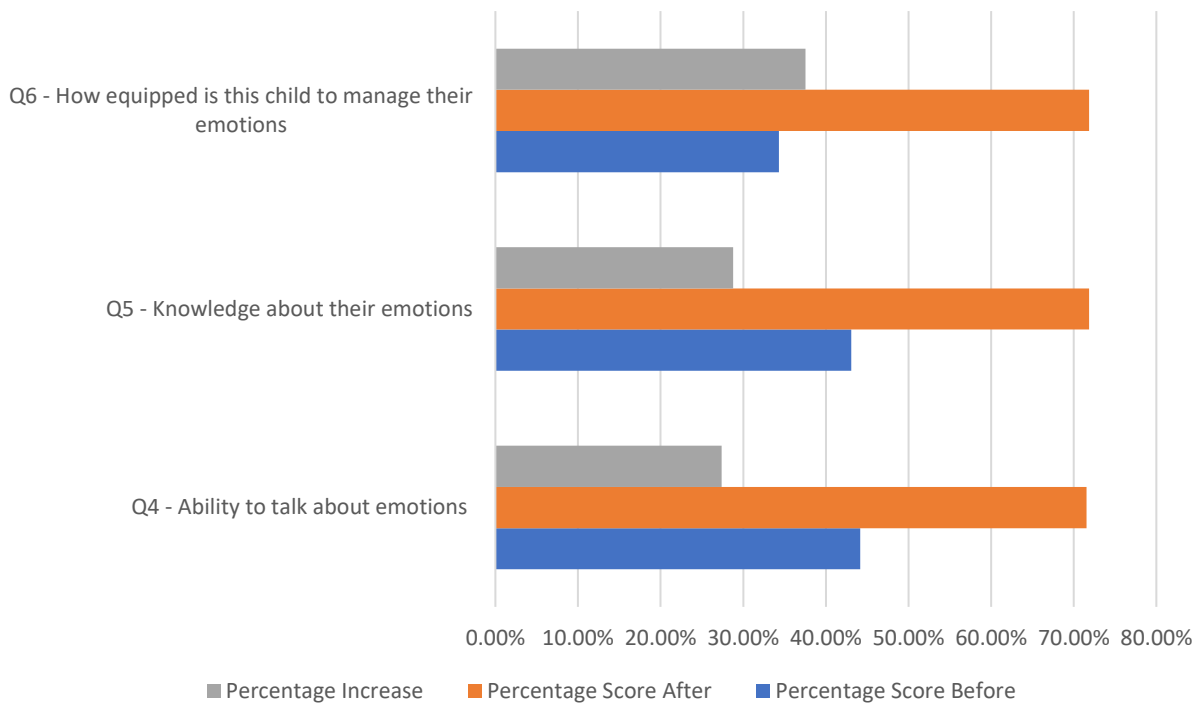


**5. Facilitators overall assessment:**

At the end of the JQCE facilitators are asked to rate each child on how confident, knowledgeable and equipped they believed them to be, with regards to their emotions, before they started the group and then 6 weeks later once the child has completed the program. The results show that children’s knowledge of the tools they could use to manage their emotions increased from 3.4/10 (34.31%) to just over 7.1/10 (71.85%); which shows that children demonstrated feeling better equipped and empowered to manage big emotions; increase of 37.54%. They also showed an increase in their ability to talk about their emotions (27.38%) and knowledge of how to identify their emotions (28.77%).

Question	Percentage Score Before	Percentage Score After	Percentage Increase
<b>Q4 - Ability to talk about emotions</b>	44.15%	71.54%	27.38%
<b>Q5 - Knowledge about their emotions</b>	43.08%	71.85%	28.77%
<b>Q6 - How equipped is this child to manage their emotions</b>	34.31%	71.85%	37.54%
<b>AVERAGE</b>	<b>40.51%</b>	<b>71.74%</b>	<b>31.23%</b>

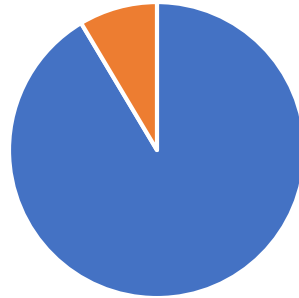
## Overall Facilitator Assessment



# Parents / Carers Questionnaires

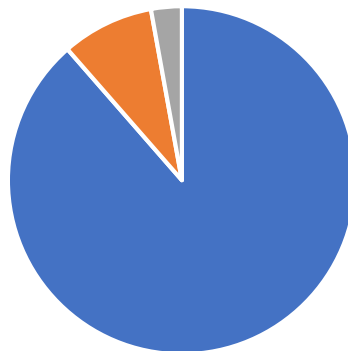
All parents/carers were asked to fill in Jenby's in schools feedback questionnaire. The results below are from the questionnaires we received back from all 10 schools combined together.

My child now has a greater understanding and knowledge about his / her emotional and mental wellbeing



■ Agree or Strongly Agree ■ Not Sure

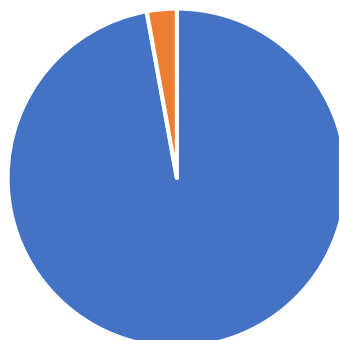
My child now has additional tools to help him / her manage big feelings (e.g. worry)



■ Agree or Strongly Agree ■ Not Sure ■ Disagree

\*The one parent/carer that disagreed with the above statement qualified this with the following "I don't believe young children should have the skill set to regulate big emotions"

I would recommend the Jenby's in schools groups to other parents / carers



■ Agree or Strongly Agree ■ Not Sure

# Parent/Carer Feedback

"My son loved the Jenby's Group!"

"I think having this type of training in schools is beyond fabulous"

"I have been really impressed with the program in particular how much my son has enjoyed it"

"Think it has helped to show him other children are in the same position and that big feelings can be tricky to manage even for adults."

"The skills my child was shown were extra useful as they taught them to their younger siblings."

The home learning element meant we could do this together."

"Some great tools to use with my child to deal with some different emotions."



"Its made him realise he's not the only child to have worries etc. and actually normal to have them."

"This is such a useful program for all children in school... I wholeheartedly support this particular venture"

"This provided a great opportunity to sit down and discuss issues around emotions in a positive way and to learn tools on how to manage them.

"Thank you, this has been a fantastic course for my son and has come at just the right time."

"I think these kinds of classes could benefit so many children and parents from a young age"

# Children's Feedback

"I learnt that if your brain flips you can use methods to calm down."

"I use the breathing techniques if I get angry."

"It's awesome when you are in the group!"

"I like how you can be open about how you feel."



"I'd quite like it to be longer because it is amazing."

"My favourite thing was watching the bath bombs."

"My favourite part is when we practice the relaxing things."

"I have learnt that the amygdala makes you feel stressed."

"My favourite things are calming jars and calming stones."

"If somebody said how is Jenby's? I would say highly recommend...a very good group."

"I enjoyed all of it! My favourite bit was volcanoes."

"I liked best that we got to take stuff home."