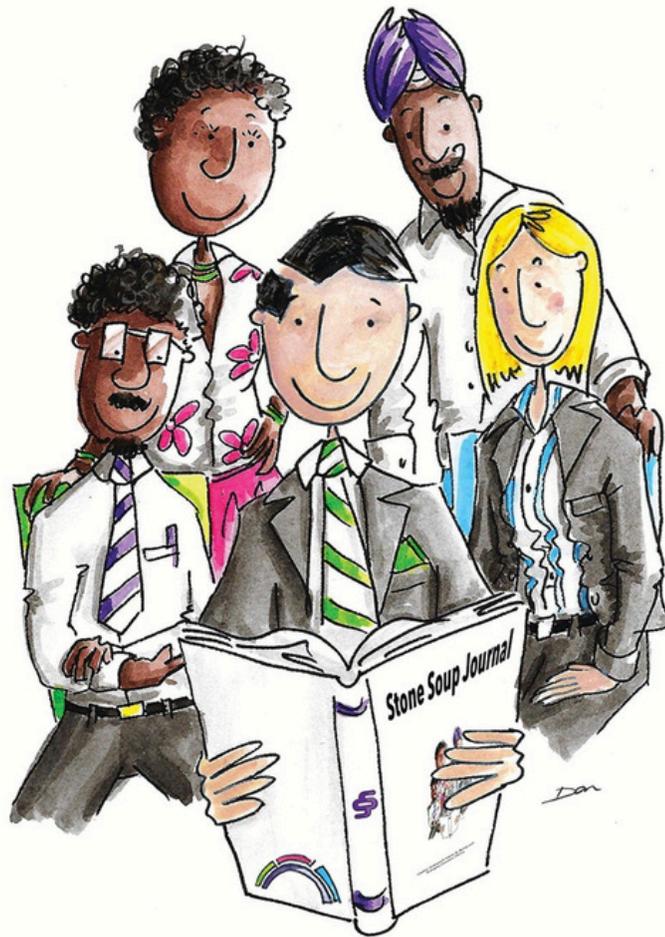




Stone Soup Journal

Issue 6 | March 2025



Creating Unimagined Futures by Sharing and
Developing Excellence in Practice.

The Stone Soup Journal



Welcome to The Stone Soup Journal, written by staff for staff.

This resource aims to share best practice across the academy, from SEND strategies, to Engagement Team advice to top tips from Teachers.

The hope is that staff use this platform to share their knowledge and skills with one another in order to create a valuable resource which staff are able to access in their own time.

I hope you enjoy this edition of this journal and are inspired to make your own contribution to the next one! Any feedback is also welcome.

Please find and enjoy the following articles (writers are detailed on the final page of the journal):

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How Important is Self-Esteem in Education?

Audience
SLT, Middle
Leaders,
Teachers

by Darrell Drummond

Abstract

The success of a student's education depends upon several factors, one of which is their self-esteem. This is a measure of how they feel about themselves and is greatly linked to their ability to engage with and complete an educational task. Encouragement from significant adults plays a major role in raising

What does the research say?

Self-esteem is widely recognized as an essential component of student success. *Rosenberg (1979)* defines self-esteem as the positive or negative perception of a student's self-worth, which influences their engagement and performance in educational settings. Research suggests that students with high

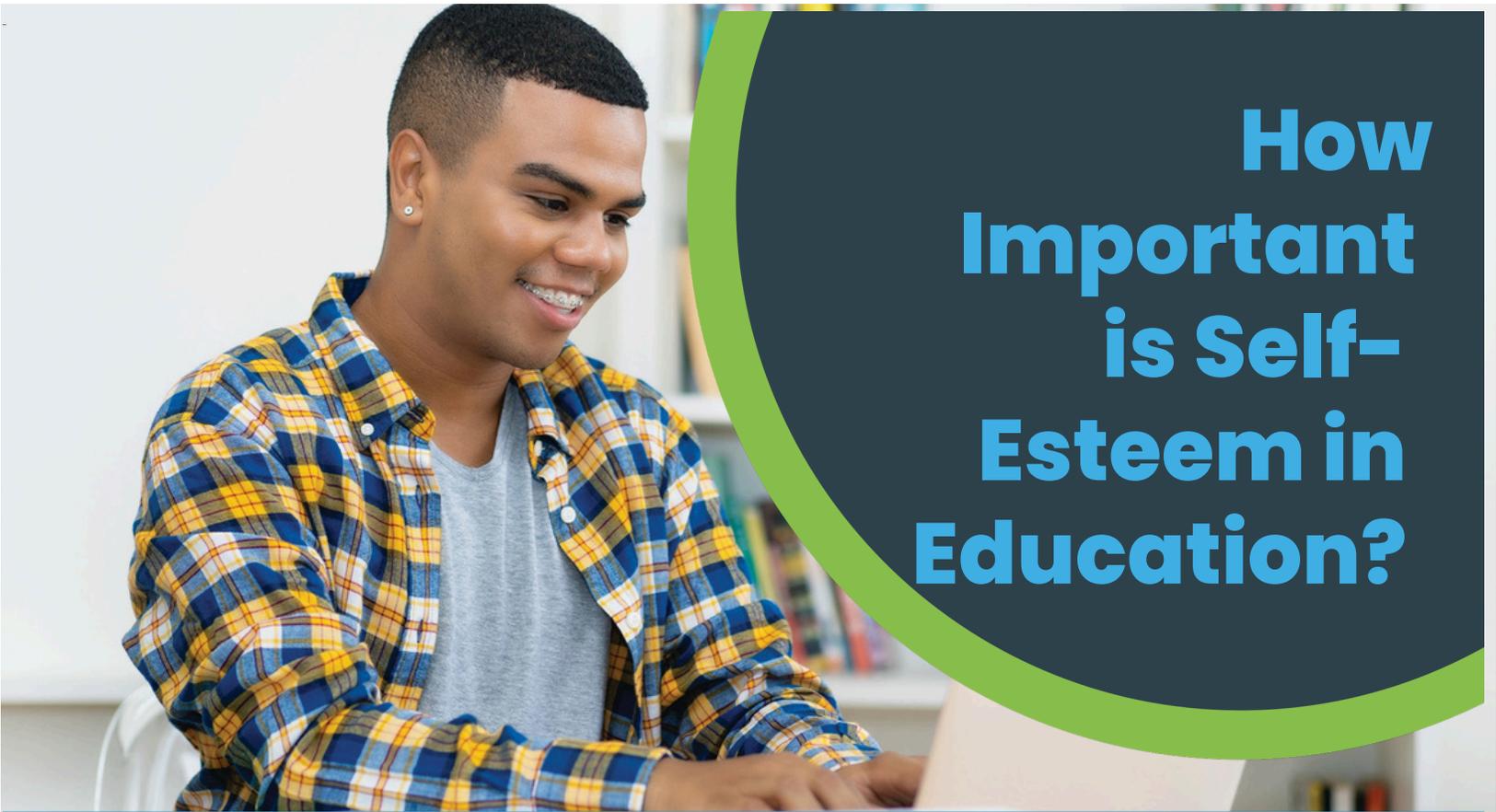
levels of self-esteem in students and has been shown to be positively associated with performing a task (*Rosenberg, Schooler et al., 1995*). Therefore, educators must focus on strategies that foster self-esteem, ensuring students feel valued and capable of overcoming academic challenges.

self-esteem are more willing to commit energy to their studies, leading to a greater likelihood of successfully completing learning tasks (*Skinner et al., 2008*). Moreover, positive self-esteem can act as a buffer against the negative impact of temporary failure, fostering resilience and motivation.

Strategies to try

Teachers can implement various strategies to support and improve students' self-esteem:

- **Encouragement and Support** - All educators should be mindful of how they make students feel in the classroom, emphasizing that educational success goes beyond grades and includes effort, attitude, and perseverance.
- **Praise and Recognition** - Sincere, specific praise enhances students' sense of self-worth and willingness to take risks in learning.
- **Creating a Positive Classroom Environment** - Displaying exemplary work, maintaining achievement boards, and fostering a culture of encouragement can help students feel proud of their accomplishments.



How Important is Self-Esteem in Education?

- **Personalised Interaction** – Using students' names frequently reinforces their importance within the learning community.
- **Building Resilience** – Educators should model resilience, encouraging students to persist through challenges and develop a growth mindset.
- **Supportive Gestures** – Simple actions such as fist bumps and handshakes can create a welcoming atmosphere and foster a sense of belonging.

Impact

By prioritising self-esteem in the classroom, educators can positively influence students' confidence, resilience, and willingness to engage with learning. When students feel valued and supported, they are more likely to take academic risks, work through difficulties,

and develop a strong sense of personal achievement. Ultimately, fostering self-esteem contributes not only to academic success but also to students' overall emotional and personal growth.

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How Can We Support Our Neuro-Diverse Students Better in Exams?

Audience

SLT, Middle Leaders,
Teachers

by Stephen Thompson

Abstract

After over a decade of working in education and specializing in supporting students with additional needs, I have recently discovered new opportunities to assist students in exams. At Stone Soup Academy, significant resources and interventions have been dedicated to helping students manage exam pressures. Given the wide range of needs within our cohort, it is essential that students establish their normal way of working and receive coaching on how to optimize their approach.

Our staff are trained to identify and support students' individual requirements in the classroom. Our dedicated team implements a tailored program of exam investigation and support, including testing, interventions, and access arrangements matched to specific needs. Additionally, we integrate cutting-edge technology to support students as they prepare for these critical moments in their academic journeys.

What does the research say?

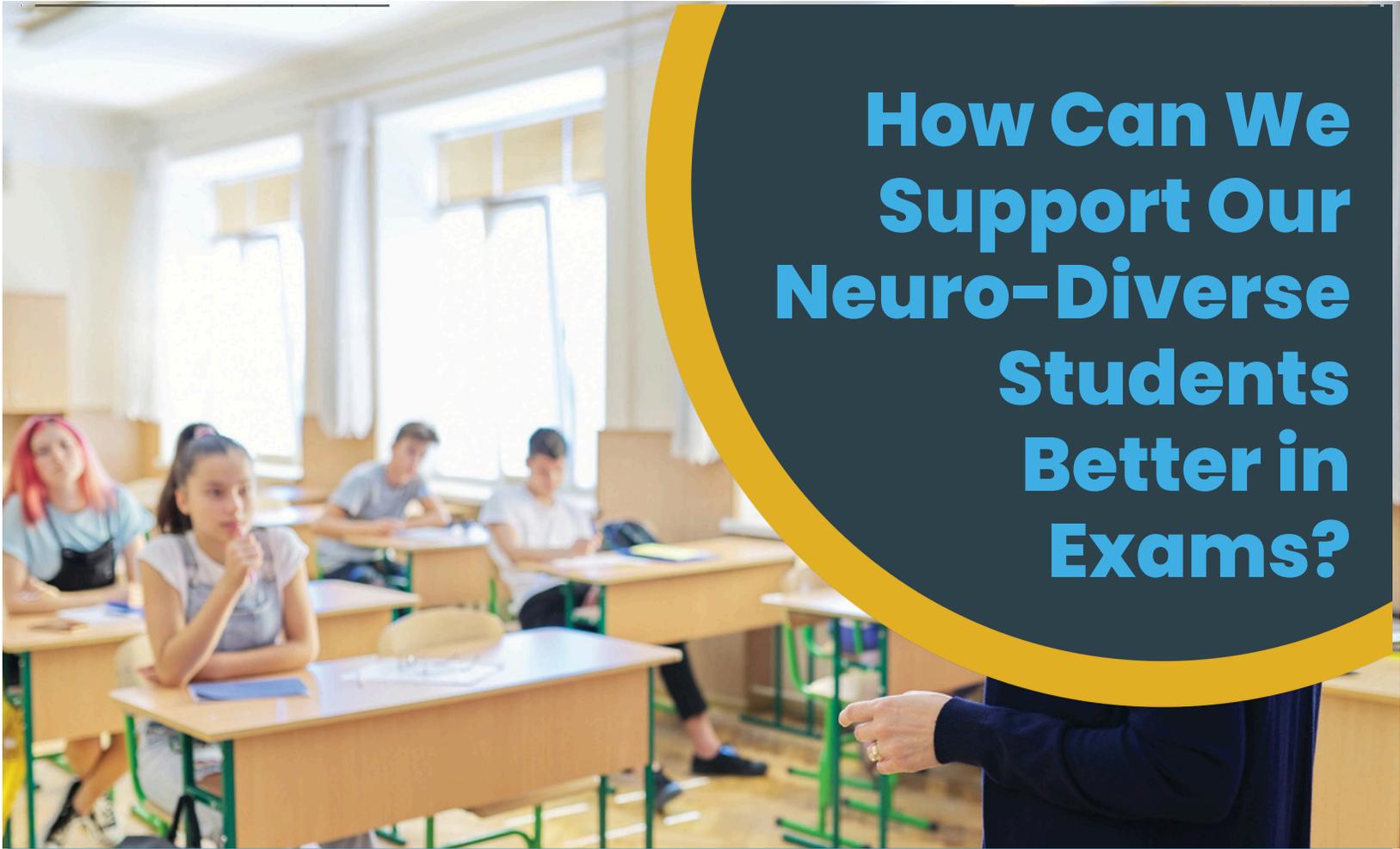
Defining intelligence has long been a challenge. Many definitions emphasize human adaptability, problem-solving abilities, and responses to various environments (*Macgregor & Turner, 2015*).

Spearman (1904) identifies key components of general intelligence, including working memory, visual-spatial processing, quantitative reasoning, knowledge, and fluid reasoning. However, this theory does not account for creativity.

Sternberg's Triarchic Theory of Intelligence categorizes intelligence into three domains: analytical, practical, and creative intelligence (*Macgregor & Turner, 2015*). While this acknowledges creativity, the breakdown of skills remains simplistic.

The Cattell-Horn-Carroll (CHC) Theory of Intelligence provides a broader perspective, outlining seven broad CHC abilities related to academic achievement and over seventy narrow abilities associated with memory and processing (*Macgregor & Turner, 2015*). While more comprehensive, this model still lacks consideration of softer skills such as empathy and reasoning.

Gardner (1999) critiques traditional intelligence theories and proposes a more modern approach, addressing multiple intelligences that align more closely with real-world



How Can We Support Our Neuro-Diverse Students Better in Exams?

Strategies to try

- **Separate exam rooms** – Providing an alternative space for students who need reduced distractions.
- **Small group settings** – Allowing for a quieter environment with fewer students.
- **Reading pens** – Supporting students with reading difficulties by enabling independent access to text.
- **Readers** – Assisting students who require verbal presentation of exam materials.
- **Scribes** – Helping students who struggle with writing or processing thoughts efficiently.
- **Rest breaks** – Allowing students time to refocus and manage cognitive fatigue.

Possible Impact

Neurodiverse students can succeed in exams, but this success requires extensive time, resources, and preparation. At Stone Soup Academy, we strive to equip these students with the best possible support. However, this

raises an important question: Is the traditional examination system truly the best way to assess the intelligence and capabilities of young people?

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How Can Disciplinary Literacy Improve Student Outcomes?

by Taylor Gilmour

Abstract

Literacy is a critical factor in academic success, influencing students' ability to engage with all subjects across the curriculum. Without strong literacy skills, students struggle to comprehend complex texts, articulate their ideas effectively, and access higher-order learning. Research highlights the importance of 'disciplinary literacy'—

an approach that integrates reading, writing, and communication strategies within each subject area. By embedding structured literacy interventions and supporting teachers to enhance students' literacy skills, schools can significantly improve educational outcomes.

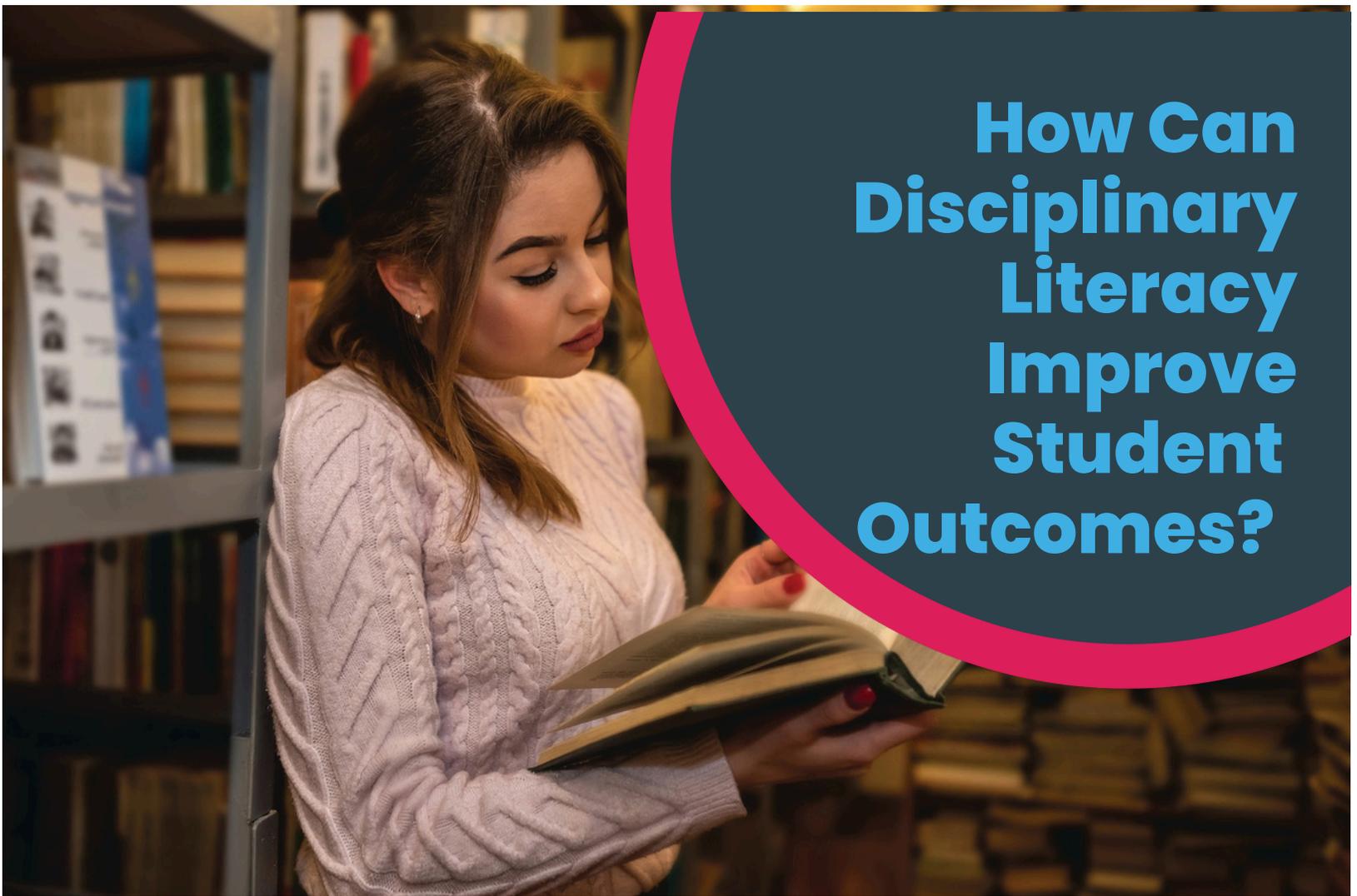
What does the research say?

The Education Endowment Foundation (EEF) emphasizes that improving literacy in secondary schools requires a subject-specific approach. Literacy is not just the domain of English teachers; all subject teachers must support students in navigating academic language, reading complex texts, and structuring their writing effectively.

Key recommendations from EEF research include:

- **Prioritising disciplinary literacy:** Teachers should provide explicit vocabulary instruction and model subject-specific reading and writing practices.
- **Developing reading comprehension skills:** Encouraging active engagement with texts through summarisation, questioning, and annotation improves comprehension and retention.

- **Combining reading and writing instruction:** Writing about texts enhances understanding, while structured writing tasks improve students' ability to express their knowledge.
- **Providing targeted support:** Schools should implement high-quality literacy interventions for struggling students, ensuring they receive structured, evidence-based support.



How Can Disciplinary Literacy Improve Student Outcomes?

Strategies to try

- **Embed vocabulary instruction** - Teach subject-specific terminology explicitly, breaking down word meanings and structures to enhance understanding.
- **Model reading strategies** - Demonstrate how to engage with complex texts using prediction, questioning, and summarisation techniques.
- **Structure writing tasks** - Support students with planning, drafting, and revising their work, ensuring they understand the conventions of writing within each subject.
- **Encourage structured discussion** - Provide opportunities for students to engage in academic talk, reinforcing subject knowledge and improving verbal communication skills.
- **Implement tiered interventions** - Identify struggling students early and provide targeted support, ranging from small-group tuition to one-on-one instruction.

Possible Impact

By prioritising literacy development across all subjects, schools can enhance student engagement, confidence, and academic achievement. Improved literacy skills enable

students to access the curriculum more effectively, develop critical thinking abilities, and achieve better long-term outcomes.

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How Do We Use Effective Interventions in Outstanding Alternative Provision Schools?

Audience
All staff

by Younes Henini

Abstract

Outstanding alternative provision (AP) schools play a vital role in supporting students who struggle in mainstream education. Grounded in research, these

schools implement tailored interventions that address academic, behavioral, and emotional needs, ensuring students thrive despite challenges.

What does the research say?

Research highlights that effective interventions in outstanding alternative provision (AP) schools emphasize individualized approaches, strong relationships, and holistic support. Key strategies include personalized learning plans, trauma-informed practices, and mental health support. High expectations, structured environments, and engaging curriculum, such as project-based and vocational learning, are vital. Strong staff-student relationships,

mentorship, and low staff-to-student ratios foster trust and motivation. Effective AP schools prioritize parental involvement, community partnerships, and skilled leadership, alongside ongoing staff training. Transition support and data-driven practices ensure sustainable outcomes. These interventions collectively help re-engage students, enhance resilience, and improve academic, social, and emotional well-being.

Strategies to try

1. Personalised Learning Plans

Research emphasizes the importance of individualized approaches to meet diverse student needs. In AP schools, personalised learning plans provide clear goals aligned with students' abilities, interests, and aspirations. These plans are frequently reviewed to ensure progress and relevance, fostering engagement and success.

2. Trauma-Informed Practices

Many students in AP schools have experienced adverse childhood experiences (ACEs). Research by the National Child Traumatic Stress Network highlights that trauma-informed approaches create safe, supportive environments that help students build resilience. Strategies include emotional regulation tools, consistent routines, and positive relationships with trusted adults.

How Do We Use Effective Interventions in Outstanding Alternative Provision Schools?

3. Restorative Practices

Restorative approaches promote accountability and repair relationships, reducing conflict and exclusions. Studies show that these methods help students develop empathy, improve behavior, and build a sense of community within the school.

4. Vocational and Experiential Learning

Alternative provision often integrates vocational training and experiential learning, which research identifies as critical for re-engaging students. Offering hands-on opportunities in fields like construction, mechanics, or creative arts allows students to see the relevance of education to their future goals.

5. Mentorship and Role Models

Strong relationships with mentors or role models help students build confidence and resilience. Research supports the value of one-to-one mentoring in fostering emotional well-being, academic progress, and aspirations.

6. Multi-Agency Collaboration

Outstanding AP schools collaborate with external agencies, including mental health professionals, social workers, and careers advisors. Evidence

suggests this holistic approach addresses complex needs, ensuring students receive comprehensive support.

These evidence-driven interventions ensure AP schools remain transformative spaces for students at risk of exclusion.

Possible Impact

- **Improved Academic Engagement:** Students achieve better outcomes through tailored learning plans and engaging curriculum.
- **Enhanced Emotional Well-Being:** Trauma-informed and mental health support builds resilience and emotional stability.
- **Strengthened Relationships:** Positive staff-student connections foster trust, motivation, and a sense of belonging.
- **Developed Life Skills:** Programs focus on social, vocational, and practical skills for future success.
- **Successful Transitions:** Students are better prepared for reintegration into mainstream education, further education, or employment.

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How Can We Plan For Learning While Reducing Teacher Workload?

Audience

SLT, Middle Leaders, Teachers, TAs

by Nathan Edwards

Abstract

Over the past decade, as more teachers and leaders become aware of unnecessary workload, there is a growing realisation that the daily lesson plan is inefficient. Planning lessons in one hour (or 50 minute) sessions suggests that learning takes place in blocks while all the evidence of pedagogy suggests otherwise. Indeed, learning happens when we are introduced to a new concept, start to forget it, and are reminded of it again. This helps

What does the research say?

Educational professionals need to be planning for a sequence of learning that is free to respond to the needs of students rather than individual lesson plans. According to the Independent Teacher Workload Review Group, 'daily lesson planning refers to the production of daily written lesson plans which function as proxy evidence for an accountability paper trail.' The report argues leaders should ensure

students to make links between ideas and enable them to recall and apply information. By creating individual lesson plans (not least on the dreaded proforma) educational professionals move towards thinking that learning has been 'done' and can be 'evidenced' by a lesson plan. Ultimately, individual lesson plans are inefficient and do not contribute to the long term learning outcomes of students.

staff understand the 'why' and the 'what' of the curriculum and are then allowed to teach as they see fit, unhindered by the daily administration of written plans. What's more, Ofsted have made it clear in the 'School Inspection Handbook' 2015 that schools are not required to provide individual lesson plans to inspectors nor will they ask for previous lesson plans.



How Can We Plan For Learning While Reducing Teacher Workload?

Strategies to try

- **Provide/purchase good quality schemes of work**
 - well written and accessible schemes of work should reduce workload rather than create it; this is the well researched plan for learning
- **Provide expert CPD on how to use and implement the scheme of work** - where professionals are new to teaching, provide tailored support to help the individuals interpret the scheme of work for their students on how best to ensure good learning outcomes from the scheme
- **Focus on learning goals** - instead of being driven by time constraints, teachers shift their focus to the key concepts, ideas, and practices they want their pupils to master. This means planning units of learning that may extend across multiple class periods, rather than trying to fit everything into a fixed time slot
- **Produce (ideally collaboratively) or purchase comprehensive resources** - teachers can create a detailed resource, such as a PowerPoint with 70-80 slides for a two-week unit. This can include diagnostic questions, hinge questions, explanations, example problems, and activities. The goal is to provide a variety of materials that can be used or not used depending on the teacher's and student's needs
- **Responsive teaching** - a well-planned sequence allows teachers to be more responsive to student needs. By having resources readily available, teachers can adapt instruction based on how well students are understanding the material. For example, if students need more practice with simplifying expressions, teachers can easily access supplementary questions.

Possible Impact

By respecting teacher autonomy and providing them the freedom to make decisions in the best interest of the students supported by detailed and well thought out schemes of work and

resources, teachers can focus on providing expert sequences of learning. Student outcomes can improve while less teacher time is spent on bureaucracy that does not make a difference.

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How Can We Improve Student Motivation Using Self-Determination Theory?

Audience

Teachers, Engagement Team

by Micha Davis

Abstract

Self-Determination Theory explains motivation through three core needs: competence, relatedness, and autonomy. Young people who have been deprived of these will likely struggle with feeling

motivated, but if these needs are met, it should lead to students who feel more confident and in control of their lives.

What does the research say?

Motivation is often regarded as the Holy Grail of education. Why do some students actively engage in learning while others avoid it? While an individual's unique life experiences largely shape their motivation, psychological theories offer insight into other influential factors.

Self-Determination Theory provides a framework for understanding motivation. It posits that humans are born with three essential psychological needs that drive personal growth:

- **Competence** - The need to feel capable of effectively dealing with their environment.

- **Relatedness** - The need to have meaningful relationships with others.

- **Autonomy** - The need to feel in control of one's own life.

Young people who have experienced adversity, trauma, or neglect may struggle with motivation due to unmet psychological needs. Furthermore, challenging behaviors (e.g., avoiding lessons, acting out, or refusing work) may reflect attempts to fulfill these needs in the short term while negatively affecting their long-term success.



How Can We Improve Student Motivation Using Self-Determination Theory?

Strategies to try

• For developing competence

- Compare students' current work with previous work to highlight improvement.
- Use language that fosters a growth mindset.
- Plan for opportunities that encourage managed risk-taking, where students can experience a sense of accomplishment.

• For developing relatedness

- Take time to get to know students to create personal connections.
- Plan topics based on student interests to build positive relationships through discussion.

- Encourage students to collaborate positively and constructively to strengthen peer relationships.

• For developing autonomy

- Include elements of choice in lessons, such as topic selection, methodology, or task order.
- Allow students time to explore topics and pursue specific interests.
- Use questioning to elicit student opinions and show genuine interest in their thoughts, reinforcing that their ideas are valuable and impactful.

Possible Impact

By fostering competence, relatedness, and autonomy, educators can enhance student motivation, leading to greater engagement and success in learning. Addressing these psychological needs can help students develop resilience, confidence, and a stronger sense of control over their educational experiences.

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How Can Transactional Analysis Transform Alternative Provision Schools?

Audience
Staff/Referrers

by Lovelle Pennant

Abstract

In alternative provision schools, where many students arrive with histories of academic struggles, emotional difficulties, or unmet needs, the way we communicate becomes even more critical. Eric Berne's Transactional Analysis (TA) theory offers a powerful framework to ensure our interactions help students feel respected, understood, and motivated to re-engage with education.

At the core of Berne's theory are three ego states: the Parent, the Adult, and the Child. Each of these

What does the research say?

Research highlights that communication styles significantly impact student engagement and emotional well-being. Transactional Analysis provides a structured approach to understanding interpersonal interactions and fostering positive student-teacher relationships.

Consider a student who exhibits disruptive behaviour in class. Responding from the critical Parent state - "You're always causing problems! Why can't you

states influences how we interact with others. The Parent state can be nurturing or critical, the Adult is logical and balanced, and the Child is emotional and reactive. For students in alternative provision, who may already feel alienated by traditional school environments, the tone of our communication can either rebuild trust or deepen their disengagement.

behave like everyone else?" - might reinforce their sense of rejection or inadequacy. However, an Adult state response - "I can see you're upset. Let's take a moment to figure out what's going on and how we can make this better" - acknowledges their emotions while maintaining a constructive tone. This approach fosters trust and shows the student that their voice matters.



How Can Transactional Analysis Transform Alternative Provision Schools?

Strategies to try

• Using the Nurturing Parent and Adult States

- Speak with empathy and respect to create a safe environment where students feel valued.
- Avoid authoritarian or overly critical language that may trigger defensive reactions.

• Encouraging Student Engagement

- Foster positive relationships through humor, shared moments of joy, and encouraging words.

- Use questioning to invite student opinions and validate their perspectives.

• Balancing the Ego States in Teaching

- Utilize the Free Child state to introduce playfulness and curiosity into lessons, making learning enjoyable.
- Maintain professional boundaries by avoiding excessive informality in situations requiring authority and guidance.

Possible Impact

By intentionally balancing the Adult, nurturing Parent, and Child states, educators can transform interactions with students. This approach can help rebuild student confidence and foster a sense of belonging, allowing them to see school as a place where they are valued and empowered to succeed.

Every interaction at Stone Soup Academy presents an opportunity to reshape a student's

self-perception. By being mindful of how we communicate, we can help students view themselves not as “*problems to be fixed*” but as individuals with potential and purpose. Thoughtful communication can heal, inspire, and uplift, helping students rewrite their narratives and believe in brighter futures.

Reference list

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How important is Gatsby Benchmark 4?

Audience
SLT,
Middle
Leaders,
Teachers

by Jordan Senior

Abstract

Gatsby Benchmark 4 focuses on linking curriculum learning to careers. Its core aim is to ensure that students understand how their studies relate to real-world applications and opportunities, helping them connect academic knowledge with future career

paths. This benchmark encourages educators to embed career-relevant examples and scenarios into their teaching, inspiring students to see the value and purpose of their education in the context of their ambitions and the wider world.

What does the research say?

Research consistently highlights the importance of contextualising learning to increase student engagement and motivation. According to studies by the Careers & Enterprise Company, students who can clearly see the relevance of their studies to potential careers are more likely to invest effort in their education and achieve better outcomes. Evidence suggests that:

- **Improved Understanding:** Linking curriculum to careers helps students understand why what

they are learning is valuable, boosting intrinsic motivation.

- **Higher Aspirations:** Students exposed to career-related learning are more likely to aspire to higher education or advanced vocational training.
- **Narrowing the Skills Gap:** Employers report that contextual understanding can bridge the gap between school learning and workplace skills.

Strategies to try

1. Career Lesson Plans: Integrate examples of careers and industries relevant to your subject area. For example, a science teacher might discuss careers in environmental science or medicine when teaching biology.

2. Guest Speakers and Case Studies: Invite professionals to talk about how they use subject-specific skills in their work. Incorporating case

studies from various industries can also illustrate real-world applications.

3. Project Based Learning: Design projects that simulate workplace challenges. For instance, a mathematics teacher might introduce financial literacy projects involving budget management or statistical analysis.



How important is Gatsby Benchmark 4?

4. Career Spotlights: Dedicate a portion of lessons to highlighting specific career paths, sharing videos, or exploring job profiles relevant to the topic.

5. Workplace Visits or Virtual Experiences: Arrange opportunities for students to visit workplaces or participate in virtual tours to see careers in action.

Possible Impact

Embedding career learning within the curriculum can have transformative effects on students. By understanding of the relevance of their education, students may:

- **Increase Engagement:** Students become more motivated and proactive learners when they see a tangible connection between their studies and their goals.
- **Develop Informed Aspirations:** Exposure to diverse career paths allows students to make informed decisions about their futures, considering options they may not have encountered otherwise.
- **Enhance Employability Skills:** Contextual learning cultivates transferable skills such

as critical thinking, teamwork, and problem-solving, which are highly valued by employers.

- **Reduce NEET (Not in Education, Employment, or Training) Rates:** Students who understand career pathways are more likely to remain engaged with education or training, improving long-term outcomes.

Gatsby Benchmark 4 offers a meaningful way to inspire students, equipping them with the knowledge and motivation they need to succeed. Let's work together to bring careers into the classroom and help our students build brighter futures.

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How Can We Effectively Support Students with Anxiety-Driven Demand Avoidance?

Audience
SEND, Teachers



by Channon Cross

Abstract

Students with anxiety and demand avoidance often struggle to engage in classroom activities, as the pressure to complete tasks can exacerbate their stress and lead to avoidance behaviors. Demand avoidance may manifest as refusal, procrastination, or disruptive behaviors, which can be challenging to manage. It is crucial to create a supportive environment that reduces anxiety, builds trust, and allows students to feel a sense of control over their learning. By using evidence-based strategies such as reducing demands, offering choices, and teaching coping skills, schools can help students manage anxiety and participate more effectively in learning.

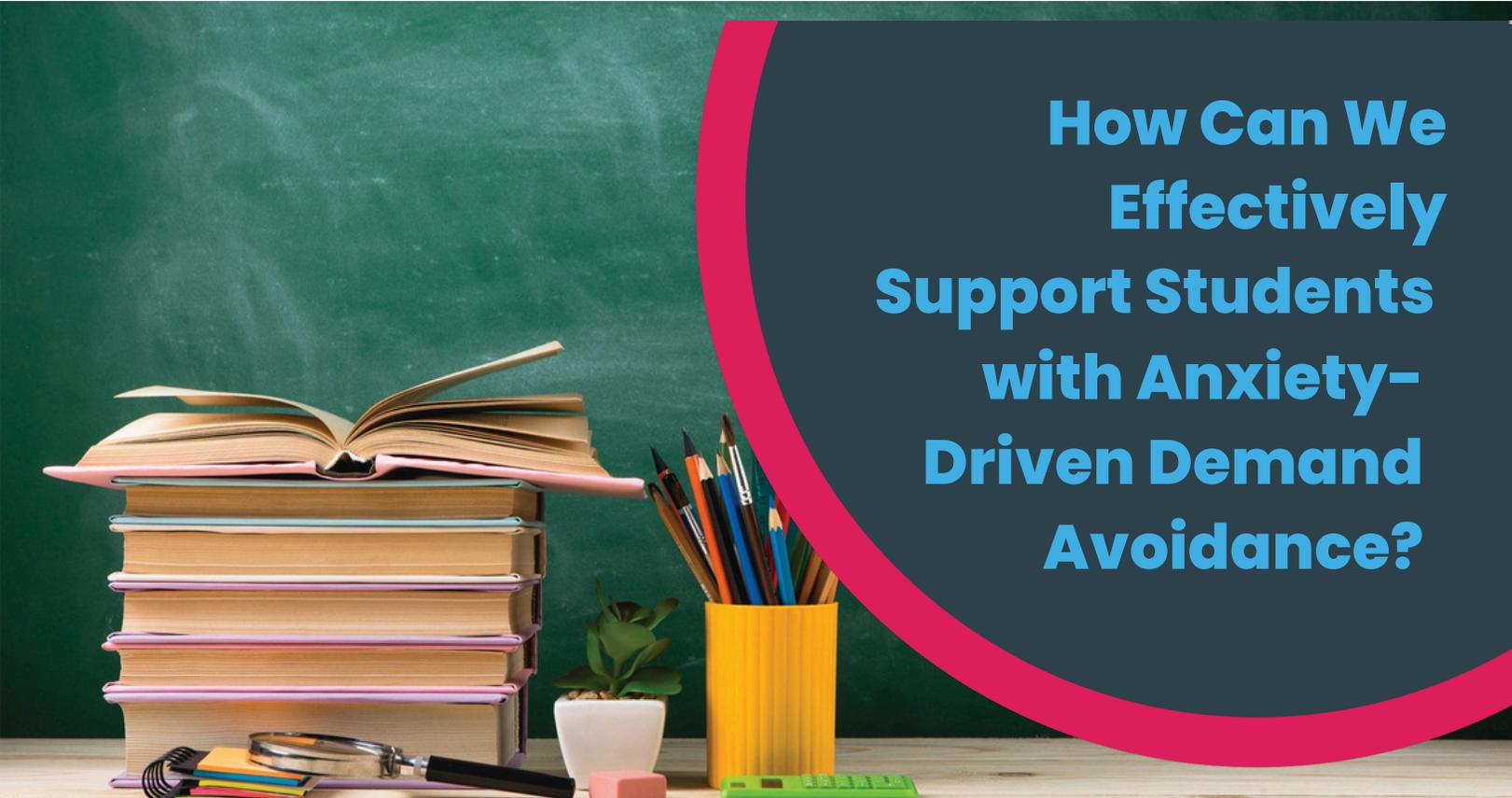
What does the research say?

Research suggests that children displaying demand-avoidant behaviors often perceive demands as triggers for anxiety (Child Mind Institute). This aligns with findings from The PDA Society, which highlights that *“reducing perceived demands and promoting autonomy in learning tasks can decrease avoidance*

Ultimately, celebrating these achievements together and sharing them with everyone involved creates lasting positive memories for students, boosting their confidence to pursue and excel in their unique talents.

Each year, our annual Suits Day event for Year 11 students at Stone Soup Academy is an incredible moment for everyone involved in the student’s journey. However, the event’s significance stems from the consistent effort we put into making each student feel valued throughout their entire time with us. It’s the everyday support and recognition that make this event truly special, not just a one-off celebration.

behaviors and increase student engagement.” Furthermore, students benefit from predictable routines and adults who validate their feelings, which helps reduce stress and build resilience over time.



How Can We Effectively Support Students with Anxiety-Driven Demand Avoidance?

Strategies to try

- **Reduce unnecessary demands** – Break tasks into smaller, manageable steps and avoid overwhelming students with too much information at once.
- **Offer choices** – Provide students with options about how and when they complete tasks to foster a sense of control.
- **Use indirect requests** – Frame instructions as suggestions (e.g., “Let’s see if we can do this together” instead of “You need to do this now”).
- **Build trust** – Establish strong, positive relationships by validating students’ feelings and maintaining consistency in responses.
- **Find motivations** – Spend time building relationships with students to discover their motivations and use these as encouragement.
- **Teach self-regulation strategies** – Encourage mindfulness, breathing exercises, or the use of visual timers to help students manage anxiety.
- **Reduce uncertainty** – Provide clear, predictable routines and instructions to minimize anxiety triggers.
- **Focus on strengths** – Highlight student strengths and incorporate their interests into lessons to boost engagement.

Possible Impact

By implementing strategies that reduce anxiety and demand avoidance, students may become more willing to engage in classroom

tasks, develop greater emotional resilience, and build the confidence needed to navigate challenges in their learning.

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How Important Are Role Models in Education?

Audience
Staff and Parents

by Duncan Bennett

Abstract

Teachers are key role models who can influence the attitudes, values, and behaviors of their pupils. The way teachers conduct themselves and interact with

students has a lasting impact on their development, shaping their approach to learning, relationships, and personal growth.

What does the research say?

"Individuals that are observed are called models. In society, children are surrounded by many influential models, such as parents within the family, characters on TV, friends within their peer group, and teachers at school." (Bandura, 1977)

The responsibility to create a culture where adults, particularly teachers, understand their role as key influencers is a challenge for schools. Teachers play a vital role in monitoring and reinforcing behavior. Albert Bandura's (1977) Bobo Doll experiment demonstrated how children imitate adult behavior, whether positive or negative. Following this research, Bandura developed Social Learning Theory, which states that behavior is learned through observation, assimilation, and imitation, especially when positive reinforcement is involved. Bandura identified three main ways people learn from one another:

- **Observation** - Learning through live models, verbal instruction, or symbolic representations such as TV, books, or online media.
- **Imitation** - Replicating behaviors seen in role models.
- **Modeling** - Effective modeling requires four conditions: attention, retention, reproduction, and motivation.



How Important Are Role Models in Education?

Strategies to try

- **Encourage positive attitudes toward learning and school life** – Use your influence to create an environment where students feel motivated to learn.
- **Be aware of your impact** – Recognize how your behavior and communication shape student attitudes and values.
- **Establish a positive culture** – Model respectful, responsible, and engaged behaviors to set a strong example for students.

Possible Impact

By consistently modeling positive behaviors and values, teachers can shape the attitudes and aspirations of their students. Recognizing the power of their influence, educators can help

guide young people toward success, instilling a sense of confidence, responsibility, and a lifelong love for learning.

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How Important is Self-Esteem in Education?

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