

Headline Data - single page summary - updated summer 2025

87.8% reported an improvement in **behaviour in school**.

74.8% reported an improvement in **behaviour at home**.

86.1% reported an improvement in the pupil's **ability to focus on their learning**

76.3% report an **improvement in attendance**

87.5% reported an improvement in **relationships with peers**

87.9% reported an improvement in the pupil's **relationships with members of staff**.

90.9% reported an increase in the pupil's **level of confidence**.

87.8% reported an increase in the pupil's **ability to manage their anxiety**.

If additional funding was available, do you have other children in your school who would benefit from Emotional Logic sessions? **99.6% said YES**

If funding was available, do you have members of staff who would be interested in completing Emotional Logic training? **96% said YES**

Would you recommend Emotional Logic support to other schools? **99.8% said YES**

Context

Following Emotional Logic coaching support from the Exciting Education team, we asked a member of staff from each school to complete an online survey to assess the impact of the intervention on each of the children we supported.

- This survey data covers a three-year period from summer 2022 to summer 2025.
- We received responses from multiple schools and colleges for a total of **501 pupils** who had recently received support on a 1:1 basis from one of our coaches.
- Most children included in this survey were children in care, children with a social worker or children who had been through significant trauma.
- The educational settings who responded to this survey included primary schools, secondary schools, specialist provision and post 16 settings from across Devon, Cornwall, Torbay and Plymouth. The educational settings were located in a wide range of different socio-economic areas.
- The pupils were all aged between 8 and 18 years old and most pupils took part in 4-6 sessions, lasting up to an hour each.
- The staff member who completed the survey knew the pupil well. They were asked to answer only the questions that were relevant to the individual pupil and ignore questions that were not.

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