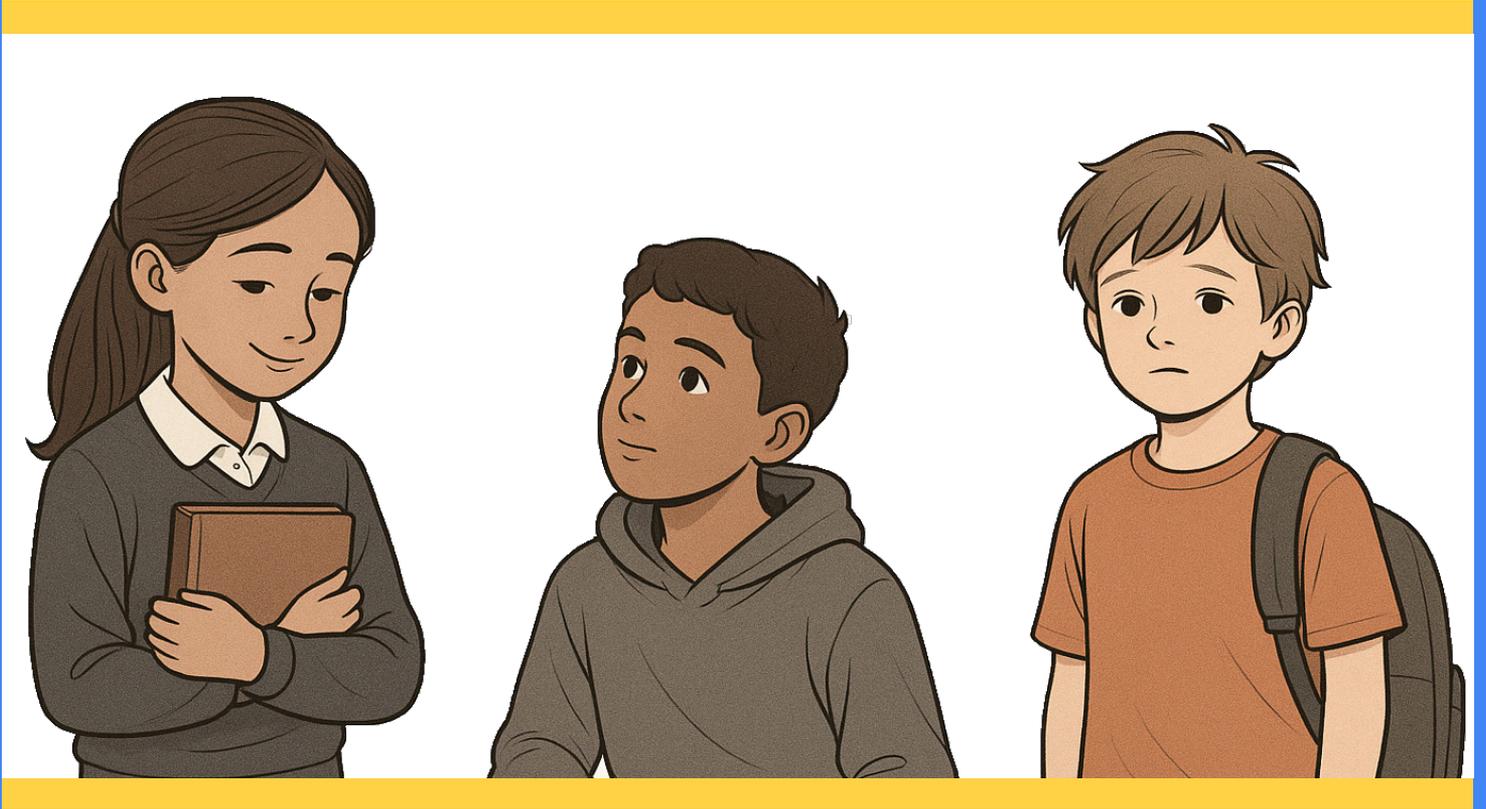


# Olivia, Mohammad & Ethan

*Three pupils. Three struggles.  
One powerful way to see what's hidden.*



This short collection shares three anonymised, real-life examples from schools using BounceTogether to surface hidden emotional needs. Olivia, Mohammad and Ethan weren't on any safeguarding list. They weren't flagged by behaviour or attendance.

But their wellbeing responses told us something important – and gave their schools the insight to act.

# Olivia's Story



*Quiet doesn't always mean okay.*

**“She was never on our radar. There were no concerns.”**

## Background

Olivia was in Year 5. Her attendance was strong. She was meeting age-related expectations across core subjects. She had no behavioural concerns and no flagged safeguarding issues. Staff described her as quiet, polite, and well-behaved.

In short: Olivia was not a pupil anyone was worried about.

## What the Data Revealed

When Olivia completed a BounceTogether wellbeing survey, her responses painted a very different picture. She scored low in multiple areas, including:

“I enjoy coming to school” – Rarely

“I feel good about myself” – Almost never

“I feel like I belong” – No

There had been no outward signs. But her survey data revealed that Olivia was struggling emotionally – she felt unseen and disconnected from her peers.



## What Changed



Olivia was identified for a quiet pastoral check-in. That conversation opened the door to regular, low-level support and weekly relationship-building work with a trusted adult.

Olivia now has someone she can talk to. Her follow-up surveys show gradual improvements in self-esteem and school belonging.

Olivia is the kind of pupil every school has. Academically “on track,” but emotionally disconnected.

**BounceTogether gave staff the evidence – and the confidence – to act.**

# Mohammad's Story

*Measuring what matters.*



“We were supporting him. But we couldn’t see if it was working.”

## Background

Mohammad was in Year 9 and had been identified by staff as needing emotional support. He was referred for weekly 1:1 sessions with a learning mentor, focusing on anxiety and emotional regulation. This ran for 10 weeks.

But when the sessions ended, staff were left asking a difficult question: Had it helped?

## The Challenge

Like many schools, the intervention had been well-intended and carefully delivered — but there was no pre-intervention benchmark and no post-support review. Decisions were based on observation, not evidence.

## What the Data Revealed

Mohammad completed a BounceTogether wellbeing survey before his support began, and again after the 10-week programme. The data told staff what they hadn’t expected to hear: there had been no meaningful shift in his emotional confidence, optimism, or resilience. Instead of closing his support file, the team re-evaluated. They introduced a new intervention with more structure and family involvement.



## What Changed

Mohammad’s next post-support survey showed measurable improvements across three key indicators. He felt safer, more positive, and more supported. The data helped staff adjust provision, not just deliver it.

Schools are investing time, money, and trust in mental health support. But if we don’t measure impact, we can’t improve it.

**BounceTogether helps schools evaluate interventions meaningfully — and justify what’s working.**



# Ethan's Story

*The one who didn't say a word.*

**“I have been feeling calm.” – Never**



## Background

Ethan was a quiet, well-liked pupil in a KS2 class. He wasn't disruptive. He didn't act out. He hadn't missed any school or raised concerns with staff.

He took part in a scheduled BounceTogether wellbeing check using the Stirling Children's Wellbeing Scale.

## What Flagged Concern

His answer to a single item:

**“I have been feeling calm” – Never**

This triggered an alert within the BounceTogether system. The DSL and class teacher were notified automatically. It stood out.

## What the Data Revealed

A member of staff sat down with Ethan the next day to check in. Gently, they asked if he wanted to talk about anything. That's when he said it: “My dad died. I haven't told anyone yet.”

No one knew. Not his teacher. Not his friends. Not even the pastoral team.



## What Changed

Ethan was offered 1:1 bereavement support, and his family was contacted with care. He now checks in weekly with a pastoral lead and is part of a small group focused on emotional literacy.

BounceTogether created a space where he could speak – safely, and in his own way.

Sometimes, the most significant insights come from the pupils who say the least.



*These stories aren't unusual.*

*They are powerful reminders of why every school needs a structured way to listen – and respond – to pupil voice.*

*BounceTogether already supports hundreds of schools and trusts.*

*Want to start identifying hidden pupils in your school?*



[www.bouncetogether.co.uk](http://www.bouncetogether.co.uk)