



Children's social and emotional wellbeing in schools

Debbie Watson, Carl Emery, Phillip Bayliss

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This book challenges the uncritical acceptance of the concept of wellbeing as it is applied to children, particularly in a school-based context. Taking a post-structural approach, it suggests that wellbeing should be understood, and experiences revealed, at the level of the subjective child, rather than children's wellbeing reduced to an objective list of things that are needed to live well. The book explores social and emotional wellbeing (SEWB) for children and explores three key propositions: that SEWB is subjectively experienced, that it is situated and contextual and that it is located in children's relationships with others. The authors deconstruct the concept of wellbeing in order to see it differently and the chapters explore key themes including: revisiting the status of the child, challenging Cartesian dualist ideas of wellbeing, accessing minority voices on wellbeing, not pathologising difference and Othering, and new understandings of professionals and professionalism. The book concludes with how SEWB with, and for children, could be differently approached in respect of policy and practice and the implications for theorising child wellbeing. It will be useful for academics and practitioners working directly with children, and anyone interested in children's wellbeing.

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