

A Universal Classroom Approach to Pupil Wellbeing

These are strategies we teach the children in school so that they can recognise how they are feeling, validate that feeling and have the tools to manage their emotions.

Wellbeing weeks

At the start of every new school year in September, we give children extra support when returning to school with two weeks of Wellbeing activities. The aim is to give the children tools to build resilience and independence with activities encouraging discussion and sharing in a supportive environment. In addition, helpful self-help strategies are recorded in a Wellbeing Handbook, which the children will add to each year and can refer back to whenever they need.

Building Resilience

Building resilience is a key part of wellbeing and is a thread that runs through PSHE lessons and daily collective worship. Resilience is the ability to withstand adversity and bounce back from complex life events. Being resilient does not mean a person doesn't experience stress, emotional upheaval, and suffering. Resilience involves the ability to work through emotional pain and suffering. We teach the children to try different ways to overcome obstacles, not just keep trying the same strategy if it is not working. They each create their toolkit in their Wellbeing books.

Zones of Regulation

Through Resilience, PSHE and MINDUP lessons, we support your child to recognise and name their emotions and begin to understand how internal and external influences effect how they feel at different times of the day. For example, they have learnt that if the amygdala is agitated (visually represented by a shaken glitter bottle), maybe because of an exciting game during break, the prefrontal cortex or learning part of the brain cannot function fully and can hinder learning. Each classroom has a Zones of Regulation board with a photograph of every child and four categories of emotional states recorded in words, colours and pictures. In the morning and throughout the day, the children are encouraged to

put their photo in the most appropriate zone to represent their feelings and explain why. The ideal learning zone is green, so there are strategies that the children can follow to help them stay in or return to this zone.

This is a useful tool for teachers to observe recurring patterns in the emotional states of individuals and follow up. For example, if a child is always in the blue zone when they come to school, is there something in the morning routine that makes them sad or do they not like coming to school? If a child is always tired, are they going to bed too late or not eating breakfast? If they are always in the red zone after lunch, is something happening to make them angry during that time or are there friendship issues that need to be resolved? This can allow the children to indicate they may need extra support without initiating a conversation.

<u>Blue Zone</u> Sad Sick Bored  Tired Moving Slowly	<u>Green Zone</u> Happy Calm Feeling Okay  Focussed Ready to Learn	<u>Yellow Zone</u> Frustrated Some loss of control Excited  Worried Silly/Miggly	<u>Red Zone</u> Mad/Angry Yelling/Hitting  Terrified Out of Control
<u>Blue Zone Tools:</u> Rest Stop • Take 5 deep breaths • Think happy thoughts • Talk about your feelings • Write your feelings down in the feeling box • Draw a picture • Use an amygdala bottle • Go to the calm area and choose something out of the box	<u>Green Zone Tools:</u> Go time • Complete your work • Listen to the adults in the classroom • Remember to follow the SC • Go into the learning pit • Think happy thoughts • Help others	<u>Yellow Zone Tools:</u> Slow Down • Take a brain break (stretches) • Talk to the teacher/write your feelings down in the worry box • Go to the calm area and choose something out of the box • Take 3 deep belly breaths • Do some mindful colouring • Think before you react (mindful awareness)	<u>Red Zone Tools:</u> Stop • Count to 10 • Use an amygdala bottle • Choose something from the calm area • Sit in the calm area until you are ready to learn • Talk about your problem • Write the problem down and put it in the worry box

MindUP Brain breaks

MindUP is a programme developed by The Goldie Hawn Foundation, founded to help children develop the knowledge and tools they need to manage stress, regulate emotions and face the challenges of the 21st century with optimism, resilience and compassion. During Wellbeing weeks, we introduce or remind the children of the science behind the brain and how, like our physical bodies, we can train our brains and change our attitudes. After break, lunch and at the end of the day, each class conducts a mindful breathing activity or brain break using a chime to help children to be in the present, calm their amygdala and prepare for learning.

Let's Practice the Brain Break



- Sit down in a comfortable position.
- Close your eyes or look down at your palms...to be respectful of others in the room
- Take calm, slow breaths. Gently breathe in and out.
- Keep your shoulders relaxed.

- When you hear the chime, listen to the sound as long as you can (*hit chime – wait until you cannot hear the chime*).
- Bring your attention to your breath (*pause for 10 seconds*).
- If your mind wanders, that's ok, just try to bring your focus back to your breath (*pause for 10 seconds*).
- Feel your tummy rising and falling (*pause for 10 seconds*).
- Feel the air coming into your body and going out again (*pause for 10 seconds*).

- When you hear the chime again, listen as long as you can.
- When you can't hear the sound any longer, slowly, gently open your eyes and look to the front of the room (*hit chime*).

Calm Down Corner

Each classroom has a dedicated corner where children can go if they need time to calm down or process their emotions. Teachers will also direct children to use the calm down box if they feel a child needs a break before returning to their learning. The calm down box contains calming toys, including a breathing ball, putty, an amygdala glitter bottle, a stress ball and sand timers. In addition, ideas on the wall help the children recalibrate their emotions. Sometimes, this is enough for a child to process an event in the playground or the classroom on their own or they may speak to their teacher and ask for further support. Other times, it may be after discussing an issue with their teacher and allowing for some space and processing time before returning to their learning. This self-help strategy works alongside the ongoing in-class discussions about recognising and regulating emotions.



Worry Box

Big worry, small worry! Sometimes it's hard to tell the difference, especially if you are a child. Through discussion and teaching, we guide the children to help them recognise the things within our control that we can take action to change – small worries - and the big things that either need adult mediation or are just too big to sort out in one go, like climate change! Breaking worries down, discussing possible outcomes and having strategies to help are all things your child can speak to their teacher about or any adult they feel comfortable within school. Every classroom has a worry box and there is one outside Mrs Rooney's office too. Children can post a worry anonymously or with their name anytime, and teachers check the boxes regularly. The concern is addressed directly with the child or in class circle time discussions. Sometimes, it is enough to write it down and send the worry away.



Five to Thrive

Wellbeing for both pupils and staff has long been a priority at Little Ealing Primary School, but we felt we needed to give everyone a toolkit



Five ways to
wellbeing

that was simple, achievable and sustainable for life. So, in September 2022, we launched Five to Thrive across all year groups.

The basis is the 5 steps to Wellbeing – **C**onnect, keep **L**earning, be **A**ctive, take **N**otice and **G**ive. We introduced the acronym **CLANG** and every week we discuss in class what the children have done over the last few days to support their wellbeing. The focus is on the little everyday things we do that make us feel good. Great adventures are fine, but we wanted to ensure this was sustainable and about

recognising everyday activities that support our wellbeing and help us thrive.

Every class approach is slightly different but one strategy is that every child holds up their hand and thinks about one thing for each category and then lowers a finger when they have thought of something.

Obviously, there is no pressure if they can't think of anything but as some then share experiences, over time, the less confident have started to realise that playing with friends in the park is a good way to connect, reading with a parent is giving your time, noticing the changing seasons or how you feel in the morning makes you more aware of your surroundings and emotions.

Each classroom has a display board where children add photos, drawings or writing of something they think has made them feel good and we have displays in the main hall designed by each year group of the categories as a reminder to help us all recognise and appreciate the small things that make us happy.

Watch this video for more information on the 5 ways to wellbeing.

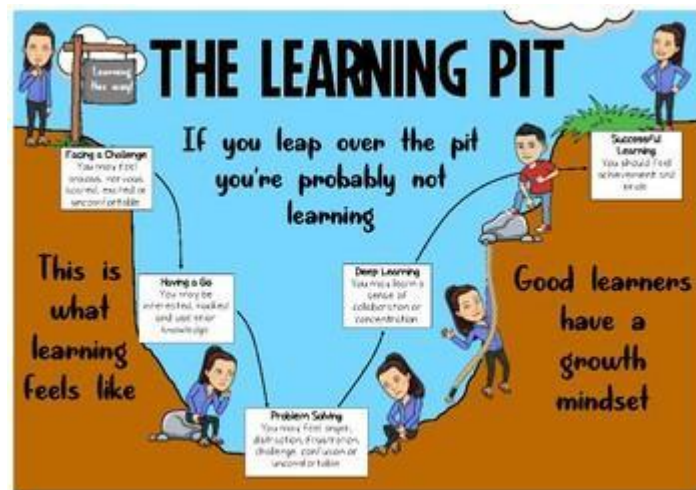
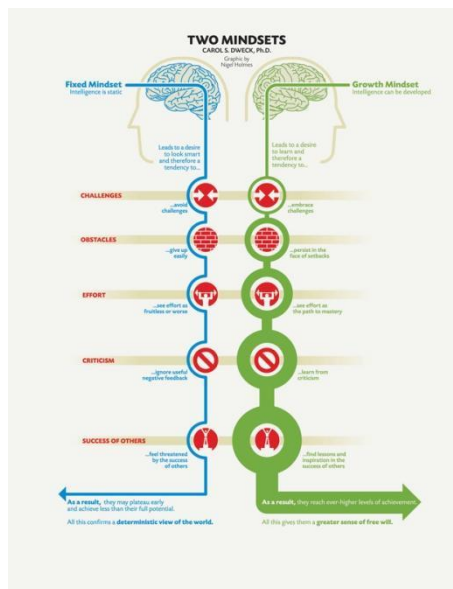
<https://www.youtube.com/watch?v=yF7Ou43Vj6c>

Growth Mindset – The power of mistakes

Ask your children about the difference between growth and fixed mindsets. Then ask if they can identify which they have. You might be surprised by how self aware they are. In her research studies on human motivation, Carol Dweck identifies two primary mindsets we can navigate life with: growth and fixed. Having a growth mindset is essential for success.

A growth mindset means understanding that intelligence can be developed. You are open to all learning possibilities, realise that you don't know everything yet and understand the learning potential of making mistakes. Conversely, a fixed mindset means that you think intelligence is static. You have acquired all the knowledge and skills you can, you know how to do things and are afraid to try anything new because of a fear of failure.

In school, this means we encourage and celebrate learning from our mistakes. We have strategies to support self-management and reflection. First, there is the Learning Pit for when you get stuck. Green pens are used to correct your work so that you can see your own mistakes and decide what to do next – have a think, check the board, look in a book or on the wall displays, ask a buddy and if all else fails, ask your teacher. We call these the 5 B's – brain, board, book, buddy and boss. Everyone is encouraged to give new learning a try. We don't say, "I can't do that," but "I can't do that yet!"



Consent

From Early Years to Year 6, the PANTS rule has been integral to every PSHE lesson. This teaches the children that they have body autonomy and the right to say if they feel uncomfortable. You can watch the NSPCC video here.

<https://www.youtube.com/watch?v=-IL07JOGU5o>



CONSENT



Freely Given
Reversible
Informed
Enthusiastic
Specific

We introduced a new initiative in 2022 to encourage the explicit use of the word **Consent** throughout the school so every classroom has a poster; the children learn the acronym and understand how consent relates appropriately to their current age.

The following video supports understanding consent for children in KS2 (Year 4-6).

<https://www.youtube.com/watch?v=h3nhM9UIJic>

