

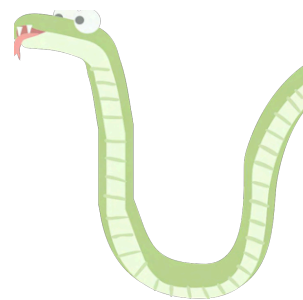
IDL

Wellbeing User Guide



Contents

Meditation	1
Body	2
Breathing	3
Dot to dot	4
Make a face	5
Maze	6
Sudoku	7
Story	8
Word Search	9
Thought Detective	10
Beliefs	11
Gratitude	12
Worry Washer	13
Goals	14
Competencies	15-16
Guided Review	17-27
Ofsted and Wellbeing	28-30



Meditation

Guide

What

A short mindful activity to help to calm young minds through a collection of carefully worded meditative prose. There are currently five unique meditations to choose from and we plan to add a whole lot more.

? Why

In the short term your pupils will be able to clear their minds, feel a sense of calm and prepare for classroom learning. In the long term they will reduce stress, help train attention and improve self awareness. We know your pupils are bombarded with information. Finding peaceful moments of self reflexion is essential for a growing mind.

When

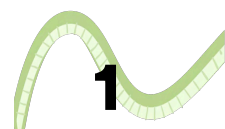
This is a very useful tool to use in class to to calm a group and prepare them to focus on the learning ahead. Practising meditation every day could provide your pupils with a life skill to help improve their overall mental health. The best time to get your pupils to meditate is in the morning.

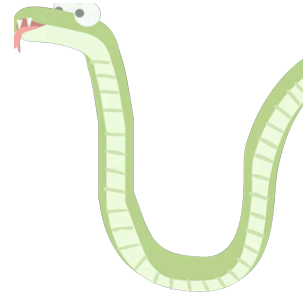
Learner Activity

Meditation should be encouraged whenever they feel the symptoms of stress such as jumbled thoughts or anxiety. How about asking them to meditate for 10 minutes before starting homework. Does their homework improve?

Class Activity

Try Meditation as a group activity. Each class could have a 10 minute 'Prepare for Learning' session. How about the whole school meditating as part of your assembly. Do your pupils engage with learning better after meditation?





Body Scan

Guide

What

An independent, reflective activity with voiced guidance to teach pupils how to monitor and associate their feelings with sensations in their body.

? Why

Body Scan empowers learners with knowledge to connect their feelings with their body. Pupils with lower emotional awareness will find it especially useful as part of a targeted intervention.

When

This exercise could be used at the start or end of the day to encourage mindful thinking. As part of an ongoing, behavioural intervention plan it makes a valuable tool in teaching children to understand what and why they are feeling.

Learner Activity

You can use body scan before and after a playtime or PE lesson. Ask the pupils how they feel at resting state and then after they have had a run around. Do they notice any improvement the more exercise they do?

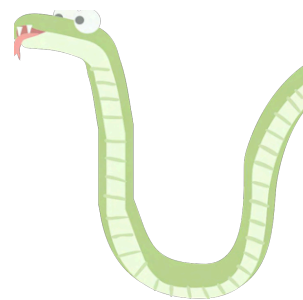
Class Activity

Try body scan at the beginning of the week, midway and then at the end. Do the pupils have different feelings at different times?

What do they think causes those changes?

You could keep a tally chart in the classroom of how they felt on certain days and show them that no feeling lasts forever.





Breathing

Guide

What

Our breathing exercise is a narrated, guided activity for learners looking to unwind. Currently we have two types of breathing exercise, a standard and shape breathing for younger pupils.

? Why

Controlled breathing reduces anxiety and symptoms of negative mental health.

Pupils with reduced anxiety have full access to their working memory - improving both their learning and their retention.

When

Controlled breathing reduces anxiety and symptoms of negative mental health.

Pupils with reduced anxiety have full access to their working memory - improving both their learning and their retention.

Learner Activity

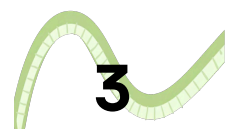
Using our breathing exercises as part of their daily routine teaches your pupils to be mindful of their feelings and embed a useful skill for their own emotional regulation.

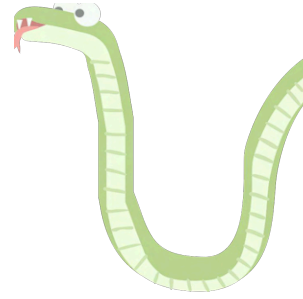
Set up a space that pupils can retreat to when they find things difficult with a tablet and let them calm themselves down whilst you keep teaching.

Class Activity

Our breathing exercise makes a great starter to a lesson, especially with reception classes or especially young learners.

Try the shape breathing activity after lunchtime to get your little learners back on track.





Dot to Dot

Guide

What

Dot to Dot is a relaxing activity to help pupils relax and find mindful moments in a busy classroom. With a selection of pictures and colouring, it makes an excellent task for learners of all ages or a student in need of some quiet.

? Why

Reflective activities like this have proven to reduce anxiety, engage the brain for learning and de-escalate emotions.

These activities improve hand-eye coordination and develop artistic talents.

When

This activity makes an amazing plenary task or a reflective start to any lesson. By engaging the creative side of their brain, pupils will engage with the lesson faster.

Learner Activity

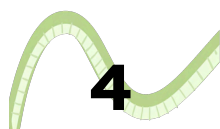
Ideal for those with lower artistic ability who may feel less confident during creative tasks, set them on this activity to boost their morale.

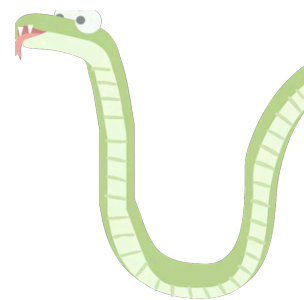
Do they feel more capable when they're finished?

Class Activity

During a wet play, dish out the tablets and have them use the Dot-to-Dot activity for a while.

When transitioning between one task to another or waiting for something, this activity can keep them engaged and mindful.





Make a face

Guide

What

Using Make a Face shows pupils how expressions connect to feelings, teaching them empathy and understanding. Faced with one of many situational questions, the learner creates the face they think the character would make.

Why

For pupils with reduced emotional awareness or ASD-type special needs, this activity teaches them to recognise and understand facial demonstrations of emotion.

When

As part of a targeted intervention for emotional awareness, this activity is invaluable as well as making a fantastic starting point for difficult conversations.

Learner Activity

This activity can be used in a 1:1 intervention for pupils with behavioural difficulties, helping them to open up in a non-verbal way.

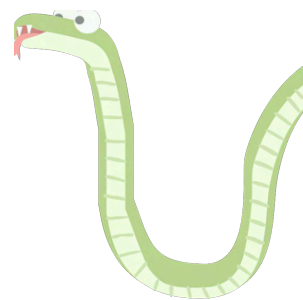
Some pupils find it hard to vocalise what they are feeling, and this tool can give them a voice. Over time they will learn to express themselves and understand others better with this tool.

Class Activity

A fantastic opening activity to any PSHE lesson, it also works as a prompt for Long Writes.

You can use the situations in the activity as story prompts for literacy lessons, teaching them how to use expressive and descriptive language.





Maze

Guide

What

Our Maze game presents pupils with some of hundreds of hypothetical situations they could come across any day in school and asks them to consider what the best, kindest, and most emotionally healthy response would be.

? Why

Using this activity demonstrates that there is always more than one way to act and that by thinking about how they are feeling and taking time to reflect - they can always choose the right action.

When

You could use this as a fun activity at the end of any intervention to embed thoughtful behaviour and reflectiveness. Additionally, it makes a fantastic extension task after independent or guided reading.

Learner Activity

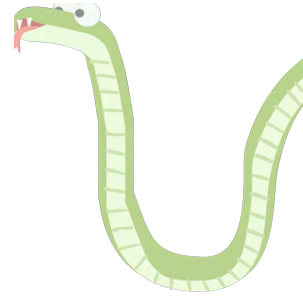
With disruptive pupils, you can use this part of the program to help them understand their actions have consequences and explore other things they could have done about it. This activity also makes opening conversations about repeated behaviour easier with relatable situations and presentation of choice.

Class Activity

The Maze game makes a thoughtful plenary to a lesson with pupils taking turns to answer the questions and then discussing it with the rest of the class.

Using it in an intervention group provides opportunities to share feelings and perspectives in a non-confrontation way through teamwork.





Sudoku

Guide

What

Encouraging mindfulness, the Sudoku activity comes in two forms - numbers and shapes - as well as varying levels of difficulty. These numeracy challenges provide challenge whilst teaching mindful practice.

? Why

Sudoku develops numeracy skills and stimulates regions of the brain connected to reasoning skills, making learning easier.

When

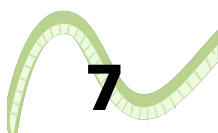
Using this activity before or after any numeracy lesson will help embed learning and promote creative flow throughout the school day.

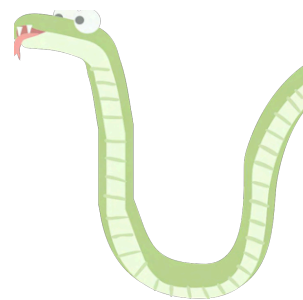
Learner Activity

Sudoku makes a fun activity at the end of an intervention or something for others to be learning with in a group situation. The difficulty level can be tailored to a range of abilities which makes it a versatile tool for differentiation in the classroom.

Class Activity

Sudoku is a great group or class activity with learners coming up to the board to add their solutions. The Shape Sudoku is an excellent warm up for Reception and other young groups.





Story

Guide

What

The Story activity combines reflective thinking with literacy skills and creative expression. The pupil is presented with a situation and uses the program's tools to describe how they would resolve that problem - in a written or drawn format.

Why

Story connects mindful thinking with healthy practice. By teaching pupils to put themselves into the shoes of another, they learn empathy as well as developing their writing skills.

When

This activity works anytime however it makes a fun premise to any Long Write task as well as other literacy lessons.

Pupils using this program will be more considerate of their actions and more likely to think before they act.

Learner Activity

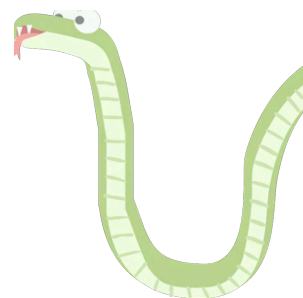
You could use this as an individualised writing prompt for a literacy lesson with each pupil writing their own story.

Alternatively, you can set it as a homework task to further expand their emotional reasoning skills at home.

Class Activity

Empathy is a big part of wellbeing, and you can use this program to teach appreciation of others' points of view. See how your pupils discuss and learn together with the story exercise as a collaborative endeavour.





Word Search

Guide

What

Drawing on three hundred of the most-misspelt words, the Word Search activity provides a boost to literacy and mindfulness in an easy-to-access activity.

? Why

Word Search improves spelling, memory and activates regions of the brain connected with problem solving - ideal for any lesson or warm-up activity.

When

Setting a quick session on the word search at the start of the day before registration can help your learners wake up and put them in a thoughtful mood.

If they haven't brought their reading book in, the word search makes sure they can get some literacy practice without supervision.

Learner Activity

Working in 1:1 intervention, you can use the word search as a fun way to check their progress and identify any common words they are struggling with.

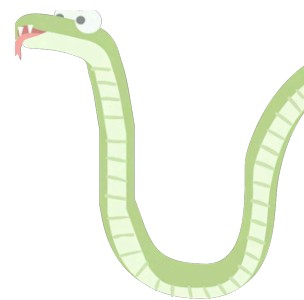
During a school trip or long wait, setting them to work on the word search boosts their literacy and keeps them constructively occupied.

Class Activity

Use the word search as a whole-class activity at the end of the day to continue learning whilst your pupils are waiting to be picked up.

You could use the word search as a class reward for good behaviour or as a plenary after a literacy lesson to fill those last minutes.





Thought detective

Guide

What

The thought detective is an intuitive, reflective tool to promote introspection and help pupils put a name to whatever they feel. Every stage is accompanied by guidance to help them understand what they feel and why.

Why

Using the Thought Detective teaches pupils how to name their feelings and in doing so, identify what caused them and why.

When

Pupils engaging with the Thought Detective regularly will have a better experience of the overall program. It is also an incredible tool for students with communication difficulties be they neurodivergent or otherwise.

Learner Activity

You can use the Thought Detective as a constructive exercise for pupils with behavioural difficulties or after specific incidents on the playground.

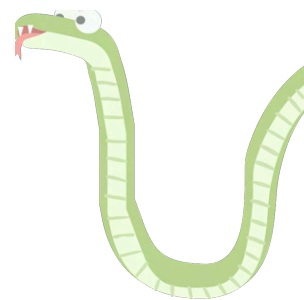
If they find it hard to express themselves verbally, the Thought Detective is a valuable alternative.

Class Activity

Reflecting with the Thought Detective at the start and end of the day makes a great learning experience for the whole class.

Ruminating on what they have learned, how it made them feel and openly discussing it improves emotional intelligence and empathy.





Beliefs

Guide

What

Learners using the Beliefs tool are led through curated affirmations to inspire confidence and build on their perceived areas of weakness. The program promotes regular reviews to better embed these ideas.

? Why

Positive affirmations are a simple, effective method of improving self-efficacy and confidence.

When

Affirmations increase in effectiveness the more frequently they are used. Your pupils can set new beliefs or review their progress at the start of the day.

Learner Activity

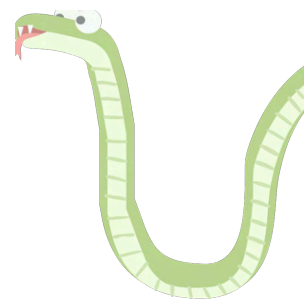
Pupils can set beliefs as part of a weekly challenge to themselves, integrated with intervention plans or your own class reward system.

Using the beliefs exercise, pupils can create art or descriptive pieces of prose based around why they made those choices.

Class Activity

Learning to share and accept the beliefs of others or discuss them in a productive manner is part of any RE curriculum and made easier with the introduction of this activity. During transition with a new class, the Belief section could spark ideas for classroom rules and targets.





Gratitude

Guide

What

Practising gratitude helps develop mental toughness. By learning to appreciate positivity, they are more resistant to incidents of negative mental health. Our Gratitude system shows them all the things in their school they can feel happy for having.

Why

Gratitude has been proven to promote optimism and resilience in young learners, improving their mindset and willingness to challenge themselves.

When

Practising their gratitude is a great way to start the day on a positive note. You could also include it as part of a worship or as a mindful activity when students are down or rowdy.

Learner Activity

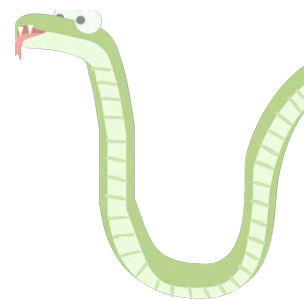
When implemented on a 1:1 basis, gratitude can provide focus and identifiable targets for a pupil struggling with their behaviour.

Class Activity

Gratitude in your assembly is a nice way to bring everyone together and promote mindfulness in your whole school.

During festivals and special occasions, your class can use Gratitude as an activity in your RE lessons.





Worry washer

Guide

What

Our worry washer helps pupils through what they are worried about and shows there is always something they can do about those feelings. With a wide-range of in-class examples and mindful initiatives, this activity facilitates proactive emotional engagement.

? Why

Using the Worry Washer shows pupils that there is a way to explain how they feel outside of actions and empowers them to take their wellbeing into their own hands with hundreds of optional activities.

When

There is no limit to how often the Worry Washer should be used. Teaching pupils to identify their worries, perhaps at the start and checking in at the end of the week, promotes healthy habits.

Learner Activity

A session with the Worry Washer can assist in behavioural 1:1s and serves as an emotional check-in tool for those with regulation difficulties.

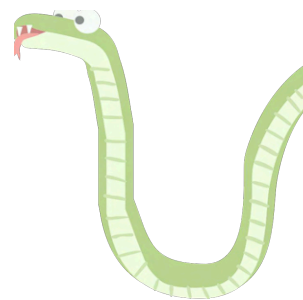
Sometimes a pupil will be unwilling or unable to share what is upsetting them and, in these situations, the Worry Washer provides a judgement-free tool to help.

Class Activity

Showing that worries are something that everyone has is one of the many uses for the Worry Washer in a whole class setting.

Taking suggestions from pupils about how they cope with their negative feelings can build peer relationships and develops empathy skills.





Goals

Guide

What

Goals is an activity where the pupil sets their own smart goals based on everyday activities in school. Each part is voiced and designed to engage the pupil with their emotional development as much as possible.

Why

Using the Goals part of IDL Wellbeing teaches pupils to be responsible for their own development whilst giving them the self-sufficiency to identify and strengthen their wellbeing on their own terms.

When

Goals are an integral part of the program and leading your pupils' emotional journey so should be used as frequently as possible. The more they are reviewed, the stronger their emotional competencies will be as well as teaching them healthy habits.

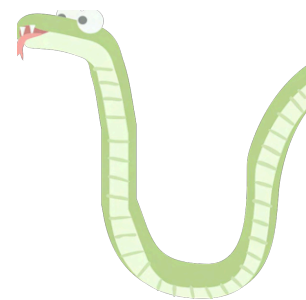
Learner Activity

Setting goals is an essential part of school and later life. Using the program to help pupils visualise and internalise their own personal goals in a one-to-one environment will help those who don't know where to start.

Class Activity

Our goal setting activity has a wide range of uses from a class activity about social responsibility, co-operation and personal development to something an entire assembly can take part in before school competitions or helping embed your school's values.





Competencies

Guide

What

Wellbeing is about keeping balanced in six sections which we call Competencies. These are Active, Reflective, Organised, Connected, Curious and Confident.

Active

Active is the easiest one to explain. By staying fit and healthy, our outlook improves as well. Exercising releases chemicals in our brain to make us want to do it more. It doesn't have to be full-on exercise either, just a little every so often can make a big difference.

Reflection

Reflection is being able to look back at your own feelings and actions to understand what made you feel that way and why you did what you did. Being reflective is important because it makes you better at learning from your mistakes.

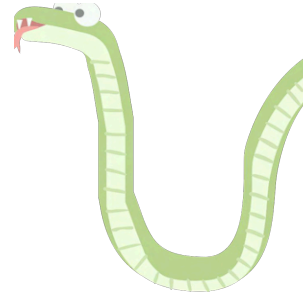
Organisation

Organisation ties everything together. Taking control of your decisions, making plans and setting goals are all good ways to keep organised and build up your wellbeing. Making mindful habits can prevent problems in the future.

Connected

Staying connected is important because humans are social creatures and loneliness isn't good for us. Part of being mindful is learning to recognise how your behaviour makes other people feel, why that matters and how to make and keep friends.





Competencies

Guide

Curious

Keeping curious means that you want to always learn more. Trying new things and learning about yourself and others are ways to top up your curiosity.

Confidence

Building your confidence is how you deal with feelings of anxiety. When you are worried or upset about something you believe that you can't do – your confidence is how you make yourself believe that you can.

Why

You can work on the competencies in the program in a bunch of ways. Setting goals won't improve your scores but it will form good habits.

Completing activities in the program will give you points to fill up your competencies. The program will detect when one of your competencies is super low and suggest activities that you might enjoy. It will also remember which activities you do a lot to make them easier to find.



Guided Review

Guide

What

Our Guided Wellbeing Review is separate to the pupil-led version and intended to be used alongside supervision. With the guidance included here to accompany each question, you can quickly build a more complete picture of the learner's wellbeing and resilience. The entire process takes less than fifteen minutes to complete and any entered results will count towards their overall progress in the program.

Why

Some pupils will struggle to understand the context of the questions or be otherwise reluctant to open up. What the Guided Review does is introduce a human element to the process and equips teachers/TAs with additional tools to help their learners improve their mental health.

When

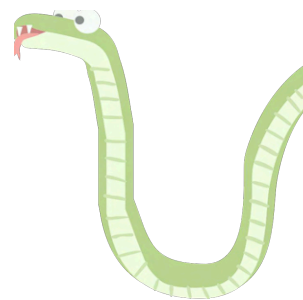
The Guided Review can be used whenever the independent one could be scheduled. The process lasts as long as necessary although it takes 15 minutes on average should you wish to ask all of the expanded questions.

How

The Guided Review is a method to elicit deeper understanding of a pupil's particular issues and needs. By prompting, guiding and asking supplementary questions based on research into emotional toughness and resilience, you can discover new ways to move forwards in their learning or build further evidence to help in interventions or EHCPs.

We recommend that the review is undertaken in a relatively quiet environment where interruptions are unlikely to take place. A pupil is more likely to provide honest, actionable answers if they feel listened to and safe.





? Questions

Each question which appears in the review will be accompanied by additional, optional lines of enquiry to gauge a pupil's levels of resilience, emotional fluency and a number of other factors.

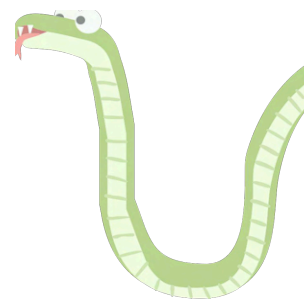
Feel able to rephrase these questions however you like. Factors like EAL, SEND and general reluctance might mean you have an easier time using different phraseology than what is written here.

Can you concentrate more?

Cortisol, the hormone most associated with stress, reduces working memory and makes it harder for learners to embed information into their long-term memory. Confident and resilient learners are better equipped to approach problems without stress-adjacent complications like numeracy anxiety.

- Do you find any lessons harder than others? Why do you think that is?
- Is there something you like to do when you can't concentrate?
 - This question is intended to identify coping mechanisms or learned behaviours which may be indicators of other difficulties.
- How does it make you feel when you can't answer a question? Angry? Upset?
 - This question inspects issues of confidence and self-efficacy. Being unable to solve a problem is understandably frustrating but it is how they deal with that feeling that is the important part.
- Do you need to be reminded to stay on task?
 - Autonomy is a pillar of resilience and directly impacts a number of ways in which we learn. Investigating about their mindset gives valuable insights to how best to motivate them as well as any barriers to their learning.



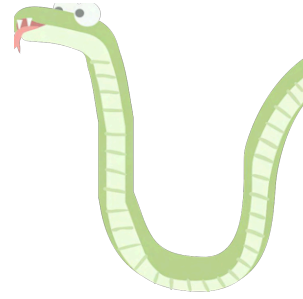


Have you felt more energetic?

Outside of practical demonstrations during playtime and PE, a learner's energy is best ascertained through discussion. They may not feel 'tired' but as their emotional awareness develops and their vocabulary expands, they will find better ways to express their physical

- Do you pay attention to your body when you've been exercising? What have you noticed?
 - Mindfulness involves being present and able to exist in 'the present'. When a learner can recognise the physiological symptoms of their feelings, they are better able to take mitigating steps to avoid escalation.
- Do you feel better about something after doing some exercise?
 - Again, building these connections between mental and physical health is important. Endorphins released during physical activity improves mood and frees up 'emotional bandwidth' to cope with everyday stress.
- What are your energy levels like on any given day?
 - Low energy can be caused by diet, health, amount of sleep, mental health and a number of other factors. Identifying the specific area of concern makes it more possible to address it.
- Do you feel like you have too much energy to be able to concentrate?
 - Whilst this is not a definite sign of attention difficulties like ADD/ADHD it can help to narrow the field of hurdles a learner is struggling with. Positive answers to this question might lead you towards giving them brain breaks for example.



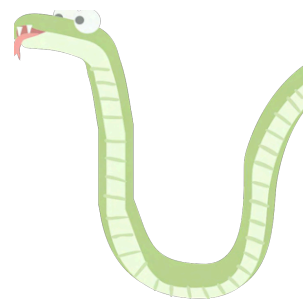
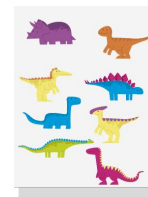


Do you feel better at dealing with your problems?

Self-efficacy includes acknowledging ones difficulties, feeling mentally tough enough to proceed accordingly and having the resilience to 'bounce back' even if you fail. What these questions help ascertain is the learner's ability to deal with situations as they arise in a proportionate and mentally healthy way. 'Learned Helplessness' is the process by which a learner has taught themselves that there is nothing they can do about the way they feel, therefore they are unable to have any meaningful impact upon their situation.

- Have you used any of the mindfulness methods you learned here (meditation/taking 5/ affirmations)?
 - Building a mental health toolbox must be self-motivated. Constant supervision or extrinsic motivation will reduce the effectiveness of a skillset which is ultimately intended to help the learner grow into an independent individual. How they answer this question can reveal methods they are already using which can be further encouraged and those competencies developed.
- Can you tell me about the last time you felt bad and what you did about it?
 - As well as a method of touching base with your learners and seeing how they are doing, this question provides insight into how they feel about their successes and if they are successfully integrating the lessons of the program into everyday activity.



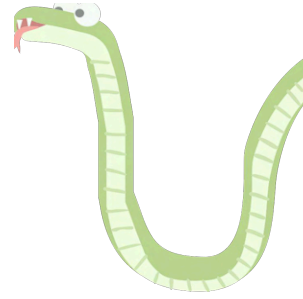


Have you been feeling happier?

Whilst constant euphoric happiness is not expected to be the default state of an emotionally healthy learner, they should be able to recognise and appreciate their own happiness. These queries investigate if the learner has successfully internalised elements like self-worth, positive mindset and the tools to help them achieve those things. These are more open-ended than other enquiries because of both the subjective nature of happiness and the spectrum of things which may have an impact on them (social skills, home life etc.)

- What do you like to do when you are upset?
 - Self-regulation is a skill with which we judge the appropriate response to a situation based on culture and experience before attempting to match our mood and actions to that goal.
 - If a learner is able to identify the methods by which they try to self-regulate, that represents a positive level of introspection and emotional development.
- Can you tell me about something which has been upsetting you?
 - One of the intentions behind our Wellbeing program is supporting the development of healthy emotional expression. When a pupil is able to identify and express what they find upsetting, both they and those around them are better able to change those factors.
- What cheers you up? What do you do to feel better when you are down?
 - Understanding positive affect and how mindful activities can improve their mental health.



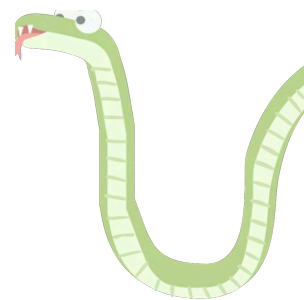


Do you look forward to things more?

One of the ways we develop mental toughness is 'delayed gratification' which is the ability of emotionally developed learners to recognise that something pleasant awaits them after a less pleasant activity or event. These defences have been linked to a reduction in stress and increase in life expectancy.

- Tell me about something you are looking forward to.
 - Having a positive mindset is a foundation for some of the 'mature defences' like deferred gratification. An emotionally resilient learner is able to see past the present towards something positive in their future.
- Is there anything you are worrying about? What do you think about that?
 - Catastrophising is a common symptom of poor mental health when a learner will see only the worst possible outcomes to any situation. Improving a learner's emotional metacognition through investigation and introspective skills can help prevent incidences of poor mental health in future.
- When you are panicking, what do you do about it?
 - If the answer to this question is 'nothing' then you have immediately identified an area for development. Our sympathetic nervous system is primed to help us survive stressful situations with fight or flight behaviour. That means that when we are 'activated' our body will remain in a state of agitation until the situation is proven safe.



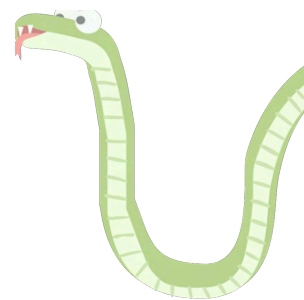


Do you feel cared about?

The most basic requirement for good mental health is feeling emotionally and physically safe and cared for (Golding, 2015). Young learners who are not secure in their worth will be constantly on alert, consuming their attention and working memory along with potentially causing emotional difficulties in later life. Answers to these questions can provide insight into their support network, friendships and sense of self-worth.

- Tell me something nice someone said about you.
 - Affirmations and positive psychology both have an impact on wellbeing. Whilst the frequency of receiving affirmations is a factor, more importantly is the extent to which the learner has internalised those values and uses them to negate negative thoughts.
- Who helps you when you feel down?
 - Mental toughness is not entirely internalised. Being emotionally mature means that you are able to identify when you are struggling and seeking support. If a learner can say they have some degree of support network, they are some of the way towards meeting this need.
- What can teachers or other adults do to help you?
 - Clearly this question won't always yield insightful or helpful information. Points of conflict are going to exist between adults and children in a school environment for a number of reasons and most of those are likely to be things about which nothing could or should really be done. It can however pinpoint specific instances of conflict and begin to build a fuller picture of how that child can be helped to integrate.



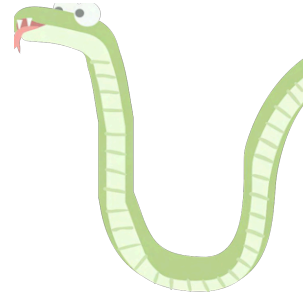


Do you think more before you act?

Deliberate action and mindful practice are both promoted in IDL Wellbeing and show demonstrable improvements in rate of learning and quality of life. Regulating behaviour can come from two directions - bottom up or top down. Bottom up uses techniques like breathing and meditation to regulate emotions whilst top down focuses on improving mental toughness to prevent incidents of negative mental health. IDL Wellbeing uses both as learners will favour different learning styles.

- What was the hardest part of the last week?
 - Lived experience is relative - what is a minor inconvenience for one person can be a huge deal for someone else. Isolating stressors in the classroom and every day activities provides a wealth of insight into their wellbeing. Are they becoming anxious over an easily altered activity? Do they worry unnecessarily about something they misunderstood?
- Can you tell me our school rules? Can you tell me why they are important?
 - Every school will have different boundaries of acceptable behaviour and obligations. Learning to be a member of society and interact beneficially with others is an important phase of development, a process scaffolded by rules and boundaries.
- Do you feel angry a lot?
 - Anger is the most common response to frustration and failure. If a learner struggles academically then there is a good chance this will manifest as poor behaviour. If there are alternative reasons, those may be more easily addressed than lower ability or unrecognised SEND. The objective is not to prevent them from feeling anger, only that they manage it in a healthy manner.



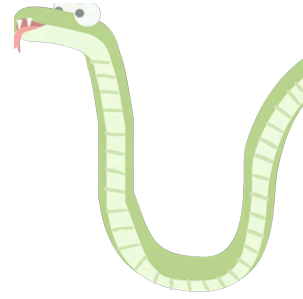


Have you been feeling more relaxed?

Studies have shown that a mind at rest is much more efficient at storing information and learning. When a learner is heightened, their nervous system is primed for danger and alert to everything around them resulting in distraction and anxiety. By promoting a calm environment and/or methods for them to self-regulate, we shape more adept learners.

- What can I say when you're feeling anxious?
 - Educators don't need to be mind-readers all of the time. Simply asking a learner if there is a particular phrase or response a child is looking for when they are anxious can make the difference. Some children with ASD for example may have specific things to help them de-escalate.
- What do you do to calm down?
 - Encouraging young learners to be aware of their coping mechanisms and levels of resilience promotes growth. By learning how a pupil prefers to calm themselves (by activating their parasympathetic nervous system) teachers can explore options to integrate these measures in the classroom (quiet corners, brain breaks etc.)



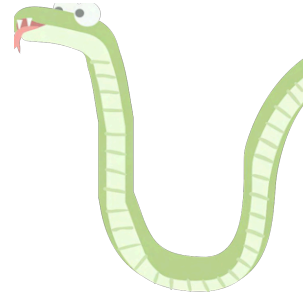


Do you feel proud of your achievements?

Confidence is both a product of and a component of good mental health. Peer relationships and self-respect shape a child's perception of their worth. By building a supportive f

- What can I say when you're feeling anxious?
 - Educators don't need to be mind-readers all of the time. Simply asking a learner if there is a particular phrase or response a child is looking for when they are anxious can make the difference. Some children with ASD for example may have specific things to help them de-escalate.
- What do you do to calm down?
 - Encouraging young learners to be aware of their coping mechanisms and levels of resilience promotes growth. By learning how a pupil prefers to calm themselves (by activating their parasympathetic nervous system) teachers can explore options to integrate these measures in the classroom (quiet corners, brain breaks etc.)





Are you better at listening to people?

Confidence is both a product of and a component of good mental health. Peer relationships and self-respect shape a child's perception of their worth. By building a supportive f

- What can I say when you're feeling anxious?
 - Educators don't need to be mind-readers all of the time. Simply asking a learner if there is a particular phrase or response a child is looking for when they are anxious can make the difference. Some children with ASD for example may have specific things to help them de-escalate.
- What do you do to calm down?
 - Encouraging young learners to be aware of their coping mechanisms and levels of resilience promotes growth. By learning how a pupil prefers to calm themselves (by activating their parasympathetic nervous system) teachers can explore options to integrate these measures in the classroom (quiet corners, brain breaks etc.)





Ofsted and Wellbeing



What

The Ofsted framework requires inspectors to routinely assess and report on pupils' mental health, wellbeing, behaviour and attitudes as well as any additional methodologies and/or measures implemented by the school. These assessments are made under two key judgement areas; personal development and Evaluating behaviours and attitudes.

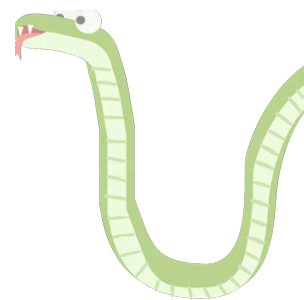
We have outlined some key points from each area to show how IDL Wellbeing can be integrated into a whole-school approach to mindful practice using assured pedagogy and emergent science to meet the demands of a modern classroom.

Evaluating behaviours and attitudes

This focuses on factors that contribute most strongly to pupils' positive behaviour and attitudes to provide the greatest possible opportunity to achieve positive outcomes. Here are some of those strands and how IDL Wellbeing can be used to reinforce positive behaviour and attitudes:

1. Having a calm and orderly environment in the school and the classroom. IDL encourages pupils to set and achieve goals such as 'Help tidy Up' and 'Stay seated in class'. Alongside helping to build a culture of intrinsic reward and self-motivation, these goals align with school rules intended to provide calm and orderly environments.
2. Setting clear routines and expectations for the behaviour of pupils across all aspects of school life, not just the classroom. Pupils using IDL Wellbeing are encouraged to work towards at least three behaviour linked goals at any given time. Setting goals such as 'Lead a game at playtime' or 'Take turns' encourage pupils to consider their behaviour across school life and build healthy habits for life.
3. Having respect for, and courtesy and good manners towards, each other and adults. Pupils will learn about and set goals such as 'Encourage kindness' and 'Offer to help a grown up'. At each step of setting and reviewing their goals, pupils are given relatable examples to encourage and re-enforce positive behaviours.



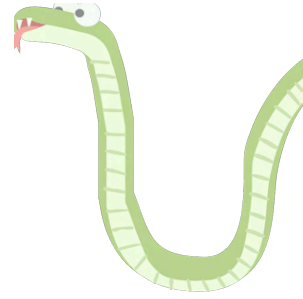


Evaluating personal development

This area looks at factors that contribute towards building young people's resilience, confidence, independence and how to keep mentally healthy. Some of the key assessment indicators are:

4. Develops pupils to become responsible, respectful and active citizens. Goals have been designed to help nurture a sense of responsibility, empathy and respect in young minds. The earlier that these values are instilled, and mental toughness develops then the less likely those learners are to suffer negative incidents of mental health in later life.
5. Ensures an inclusive environment that meets the needs of all pupils. IDL has been designed with inclusivity in mind from the outset. There are no activities or information within the product that could potentially exclude pupils by race, social and economic status or religion.
6. Develops pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy. By identifying and dealing with their worries, practicing gratitude, learning about their feelings and reinforcing their self-belief pupils are actively encouraged on a path towards self-efficacy and mental toughness.
7. Develops pupils' understanding of how to keep physically healthy and maintain an active lifestyle. IDL Wellbeing includes activities designed for both body and mind. Meditation helps pupils clear their minds, feel a sense of calm and prepare for classroom learning. Finding peaceful moments of self-reflection is essential for a growing mind. The IDL body-scan activity helps pupils tune-in to different parts of their body. It shows them how to take an inventory of their body and identify what they feel and where. Our breathing exercises are a narrated, guided activity for learners looking to unwind. It has been shown that controlled breathing reduces anxiety and symptoms of negative mental health.





8. Spiritual development including:

- a. Be reflective about their own beliefs. Pupils are encouraged to embrace curiosity and develop a lifelong appetite for learning through engaging activities and reflective questions.
- b. Enjoyment and fascination in learning about themselves, others and the world around them. Everything in IDL Wellbeing is geared towards personal growth in the following competencies: active, reflective, organised, curious, confident and connected. These aspects of good mental health are founded on positive psychology and intended to promote well-rounded approaches to mental health as well as a lifelong love of learning about the world as well as themselves.

