

Bournville Village Primary School

# Impact Report



# Impact Data

This report summarises the impact seen from myHappymind across the academic year. It is structured around your baseline data and the myHappymind system which is the content we teach in the programme.

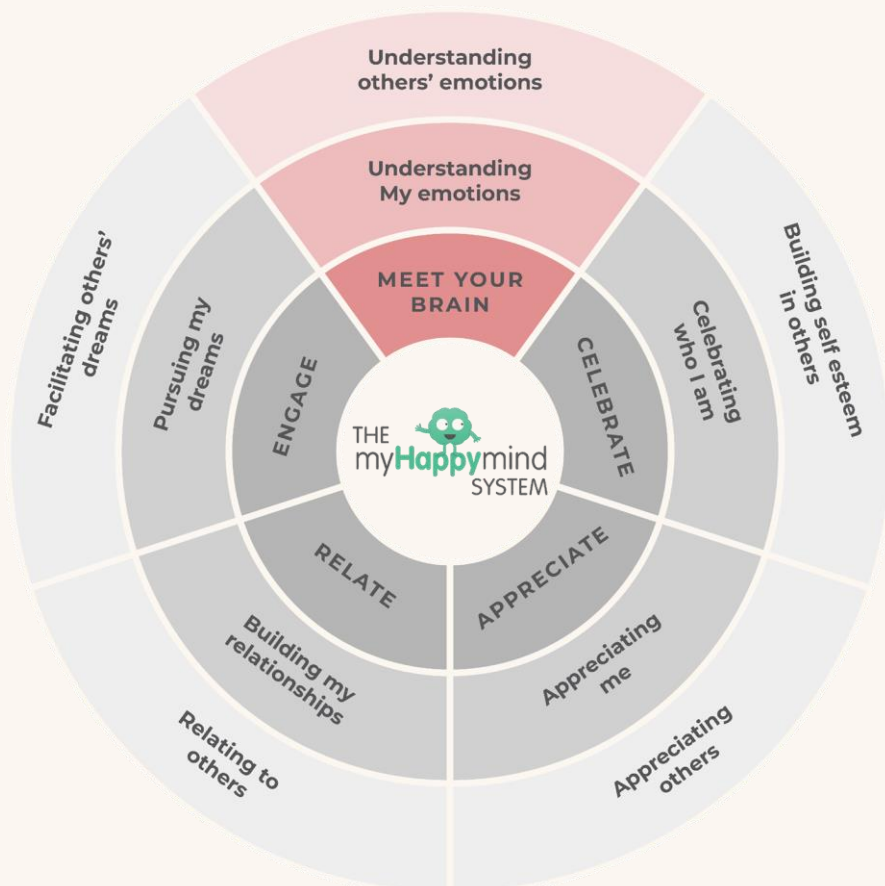


# Meet Your Brain -

## Developing self-regulation tools

**In this module the children learn all about their brain and how it helps them to be their best selves.**

They develop self-regulation strategies and a solid understanding of the Neuroscience of how we learn and grow. Understanding the brain is a key way to help children deepen their understanding of emotions and normalise the need to self-regulate - a key strategy in building confidence and self-esteem.



# What teachers said before and after myHappymind



**16%**

Only 16% of teachers said more than half of their children were aware of the factors that contribute to their wellbeing.



**100%**

of teachers said this module has helped their class to understand their brain.



**24%**

Only 24% of teachers said more than half of their children had a method to self-regulate during times of stress and worry.



**100%**

of teachers said Happy Breathing has benefitted their class.



**44%**

of teachers said they do not have any weekly formal lessons learning about children's emotional and mental health.



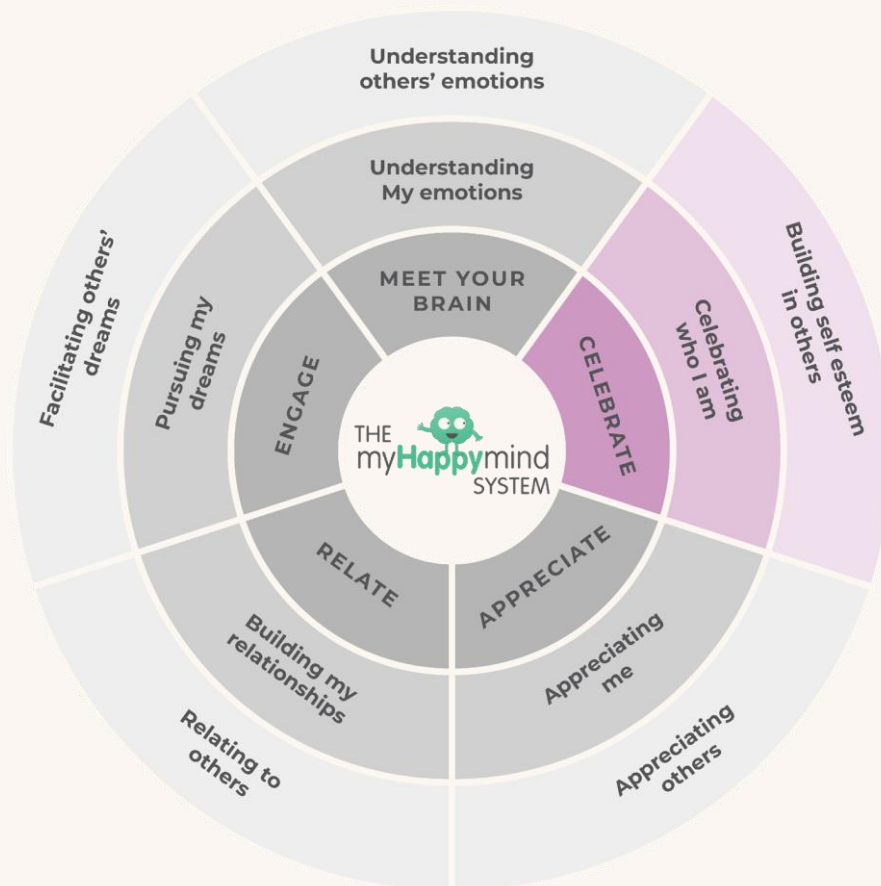
**100%**

of teachers are now having at least 1 conversation (formal or informal) about children's mental wellbeing each week.

# Celebrate - Discovering and celebrating Character Strengths

In this module the children learn all about their unique Character Strengths and develop strategies to celebrate them.

Character Strengths are the number one way to build self-esteem and confidence in children and this module is all about developing the children's self-awareness and confidence.



# What teachers said before and after myHappymind



**20%**

Only 20% of teachers said more than half of their children could talk about their Character Strengths.



**100%**

of teachers said their class are now able to talk about their Character Strengths.



**40%**

of teachers said more than half of their class struggled with their confidence.



**95%**

of teachers said they have seen the self-esteem and confidence of their children improve from using myHappymind so far.



**52%**

Only 52% of teachers said they notice or celebrate individual character strengths on a daily basis.



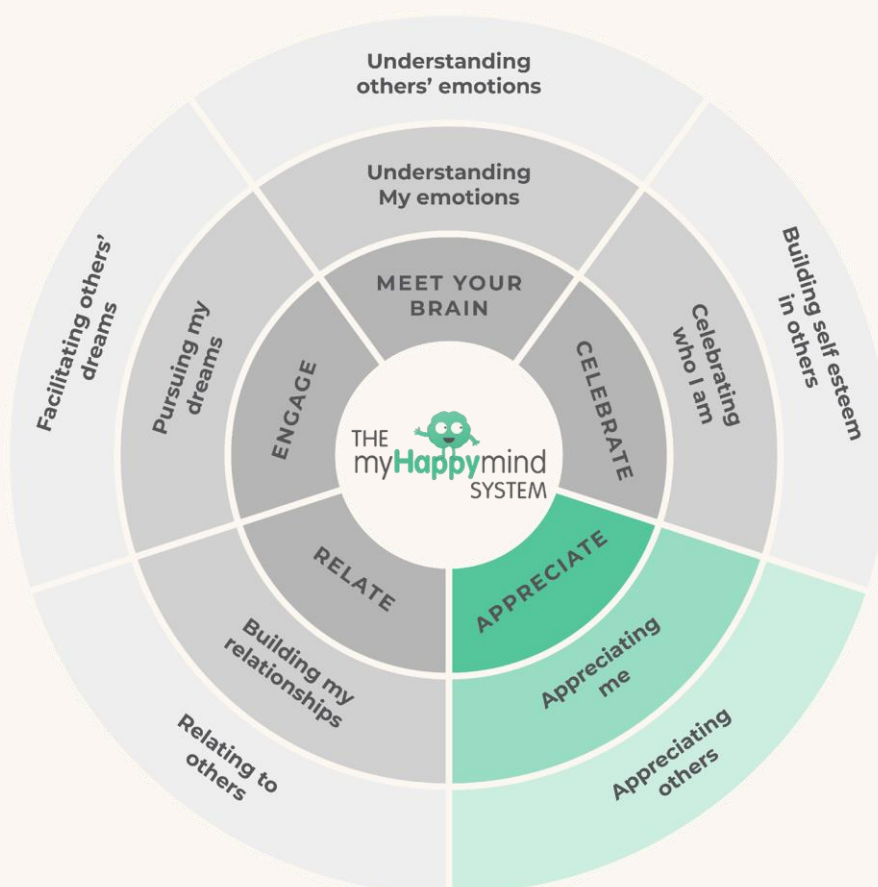
**95%**

of teachers said they are now using character-based praise through their regular teaching.

# Appreciate - Developing an Attitude of Gratitude

**In this module the focus is on helping children to develop an Attitude of Gratitude.**

Gratitude is one of the simplest, yet most powerful, ways to boost wellbeing in the short term and to create a healthy brain in the long term. By getting children used to expressing Gratitude regularly we're getting that Dopamine flowing in the brain and supporting their overall happiness.



# What teachers said before and after myHappymind



**33%**

Only 33% of teachers said they notice children expressing Gratitude to each other or for experiences on a daily basis.



**89%**

of teachers said they are noticing more Gratitude being shared in their classrooms.



**92%**

of teachers said at least half of their class would focus on Gratitude for "stuff" if asked



**79%**

of teachers said they have seen children expressing Gratitude for people around them and for experiences



**40%**

Only 40% of teachers said that their children proactively express Gratitude.



**68%**

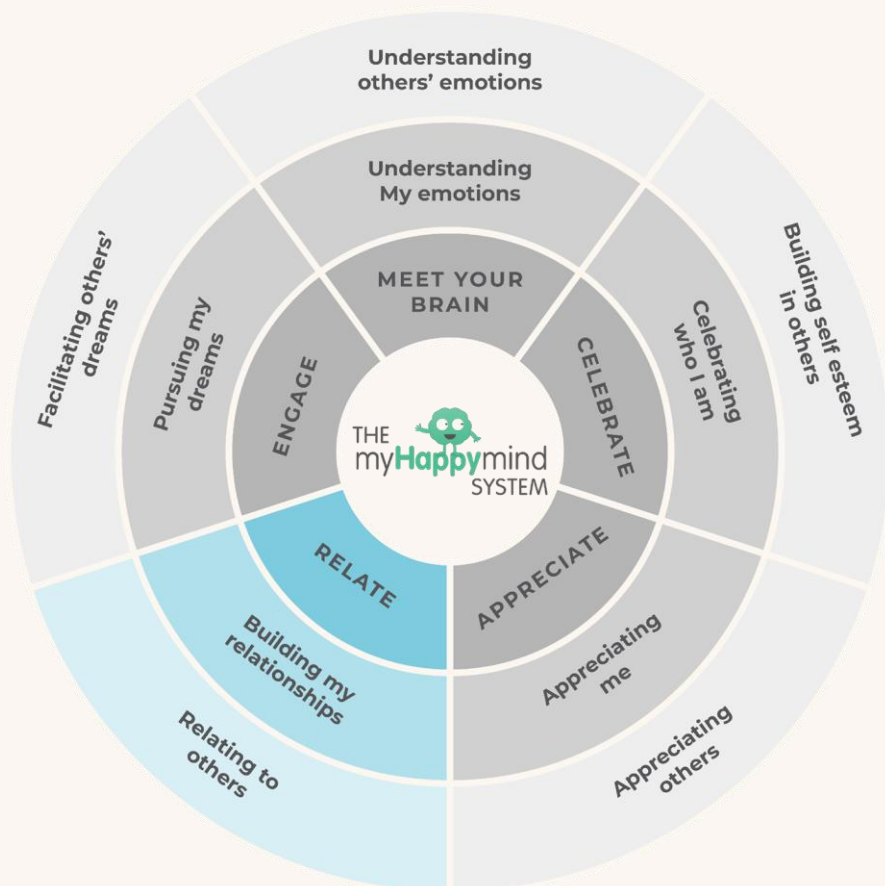
of teachers said they have introduced an Attitude of Gratitude into their classroom.



# Relate - Developing healthy relationships

**In this module the children focus on developing healthy relationship habits.**

This includes understanding other perspectives, Active Listening and celebrating diversity of thought and character. Healthy relationships are a key building block in supporting overall wellbeing; they provide children with a support system and endless opportunities for positive interactions.



# What teachers said before and after myHappymind



**24%**

Only 24% of teachers said that they would rate their children's Active Listening skills as good or better.



**94%**

of teachers have noticed a difference in the children's Active Listening skills.



**44%**

of teachers said at least half of their children had friendship challenges.



**94%**

of teachers said their children have a better understanding of the importance of positive relationships and how to build them.



**0%**

of teachers said all of their class could see things from another's point of view.



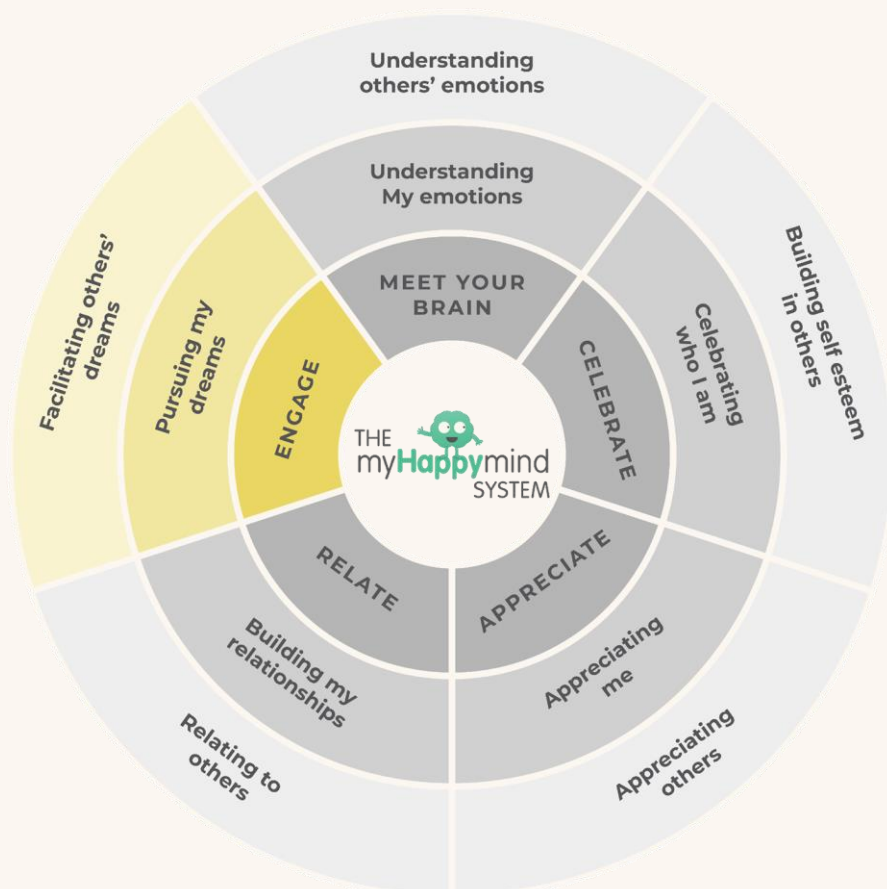
**88%**

of teachers said they are integrating the "Stop, Understand and Consider" approach into their regular teaching and learning.

# Engage - Building resilience and perseverance

**In this module we are focussed on building resilience and perseverance.**

We do this by helping children to set their own 'Big Dream Goals'; these are things that the children want to achieve because they are passionate about them, e.g. learning a new skill in sport or art. By setting children up with goals they are internally motivated to achieve, we give them their own evidence that they already have the skills to be resilient and to Persevere.



# What teachers said before and after myHappymind



**4%**

Only 4% of teachers said more than half of their children knew how to set their own goals.



**100%**

of teachers have seen their children getting more excited about setting goals for themselves.



**24%**

Only 24% of teachers said more than half of their children could persevere in the face of challenges when trying to achieve goals



**100%**

of teachers have seen an improvement in their children's resilience and perseverance when trying to achieve their goals.



**68%**

Only 68% of teachers said they used a common goal-setting framework across all of their teaching and learning.



**86%**

of teachers are now using the myHappymind Goal Setting framework in their regular teaching and learning.

# Feedback

*"The children have loved learning about the parts of the brain, and love talking about the Hippocampus!"*

*"When children are anxious or are upset after break, the Happy Breathing technique has helped."*

*"The children have really enjoyed learning about their brain. We have used Happy Breathing as a way of settling the children, especially after lunch or transition times. I have used it with children who find it hard to regulate their emotions to help them calm down."*

*"Happy Breathing is child led in our classroom and is part of our daily routine. We all signed the contract, promising to do Happy Breathing everyday, just before lunch. The children leave the classroom feeling calm and rejuvenated."*

*"Children are trying to regulate their emotions better."*

*"The children explained the parts of the brain to their parents, which amazed them! Some of the children use Happy Breathing to feel calm, although they would like a bit more practice. Some of the children's favourite part of the lesson is the quiz and they even wish it could be longer! They like the animations, but would like an animation during the Happy Breathing time."*

*"Happy Breathing has supported a child to get a better nights sleep. "*

*- "The children access Happy Breathing when feeling upset in the classroom, they also sing the song on the playground!"*

*"The reception children love Happy Breathing and use the Happy Breathing prompt cards during choosing time."*

*"The children enjoy Happy Breathing and are starting to use it during their day. "*

*"Children are using Happy Breathing regularly, and are now able to understand and explain how their brain works. Parents have shared that their children are using the language of myHappyMind at home and sharing what they have been learning in sessions."*

*"Children use Happy Breathing regularly and are now using it without prompting"*

*"It's been brilliant!"*

*"Children enjoy myHappyMind and use the strategies and terminology. "*

# Feedback

*"They developed a good understanding of Character Strengths and how they can change."*

*"They loved designing the Character Strengths cape."*

*"Enjoyed sharing and talking about their friend's strengths."*

*"We really enjoyed giving each other positive feedback"*

*"The children enjoyed this module."*

*"Children are happy and confident to discuss what makes them unique. They can recognise and discuss their best Character Strengths."*

*"The class have loved learning about Character Strengths."*

*"The children really enjoyed this module!"*

*"The children link the school values to their Character Strengths."*

*"The children developed more appreciation for each others Character Strengths."*

*"The class were really surprised that they all have the same Character Strengths but in different amounts- it has helped some children to feel more confident when tackling learning/ activities that previously they had thought they were not good at. "*

*"Children have enjoyed discussing their strengths."*

*"love the journals"*

*"The children have enjoyed the short tasks. "*

*"Children are increasingly able to recognise and manage their strengths and to spot them in others. Children have enjoyed the strength spotting activities. "*

*"Children have really enjoyed Strengths Spotting and are beginning to recognise their own and others strengths"*

*"The class enjoyed this module as we prepared for secondary school. "*

# Feedback

*"Children are better able to show their appreciation and discuss how it makes them/others feel."*

*"They understand the meaning of gratitude and appreciating."*

*"Children are less likely to name 'things' when discussing what they are grateful for and now share people places and experiences. They are also more aware of how showing gratitude to others increases their feelings of happiness as well as others"*

*"The children are very good at recognising what they are grateful for and why"* -

*"The children were able to consider what made them feel good and who helps them and therefore what they are grateful for."*

*"The children really enjoyed learning about gratitude and it is lovely to see them appreciating what is going on around them."*

*"The children are more aware of what they can do for others to make them feel happy and what others do for them. "*

*"The children are noticing that they can be grateful for very little things such as having a loving family and a happy home. "*

*"Children really enjoy showing appreciation for each other."*

*"This is something the children find hard, particularly tricky, especially around being grateful to others and about themselves. They are more easily grateful for experiences. This is something we will continue to work on - have introduced Jar of joy in classroom to encourage an Attitude of Gratitude daily, finishing the day on 3 things that we/I are am grateful for today. "*

*"children are aware of how being grateful and showing gratitude makes them feel."*

*-"Children are being more aware with how to appreciate others"*

*"Children are better at saying what they are grateful for. "*

*"Children are having a greater understanding of gratitude beyond things they have . They are able to positively articulate what they are grateful for and how it makes them feel."*

# Feedback

*"lovely feedback and understanding what makes a good and bad friend"*

*"This module has really helped with Active Listening."*

*"Enjoyed the module and helped with the reparation process when disagreements occur"*

*"This Module has helped the children understand Active Listening"*

*"It has had a positive influence on the children's understanding."*

*"It has also helped the children recognise that when having a disagreement, they need to think about other points of view. "*

*"Children are demonstrating more respect for one another."*

*"Some children independently used Stop, Understand and Consider to solve some disagreements with the game of Bulldog Tag in the playground. They were able to consider the others point of view and came up with a new solution to solve the problem. We shared this with the whole class."*

*"Thank you!"*



# Feedback

*"will put this approach in place this half term"*

*"It's lovely to hear the children say you have to believe to achieve!"*


*"The children have enjoyed talking about their goals."*

*"They are excited about becoming footballers"*


*"Good understanding of goal setting."*

*"The children have become much more resilient"*


# Thanks for your time





Thank you for taking the time to read this report. If you have any questions or would like to discuss it, don't hesitate to get in touch.


 Bridgford House, Heyes Lane, Alderley Edge, SK9 7JP


 [hello@myHappymind.org](mailto:hello@myHappymind.org)

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