



NHS
Backed by NHS

Kirklees

End of Year Report



About Us

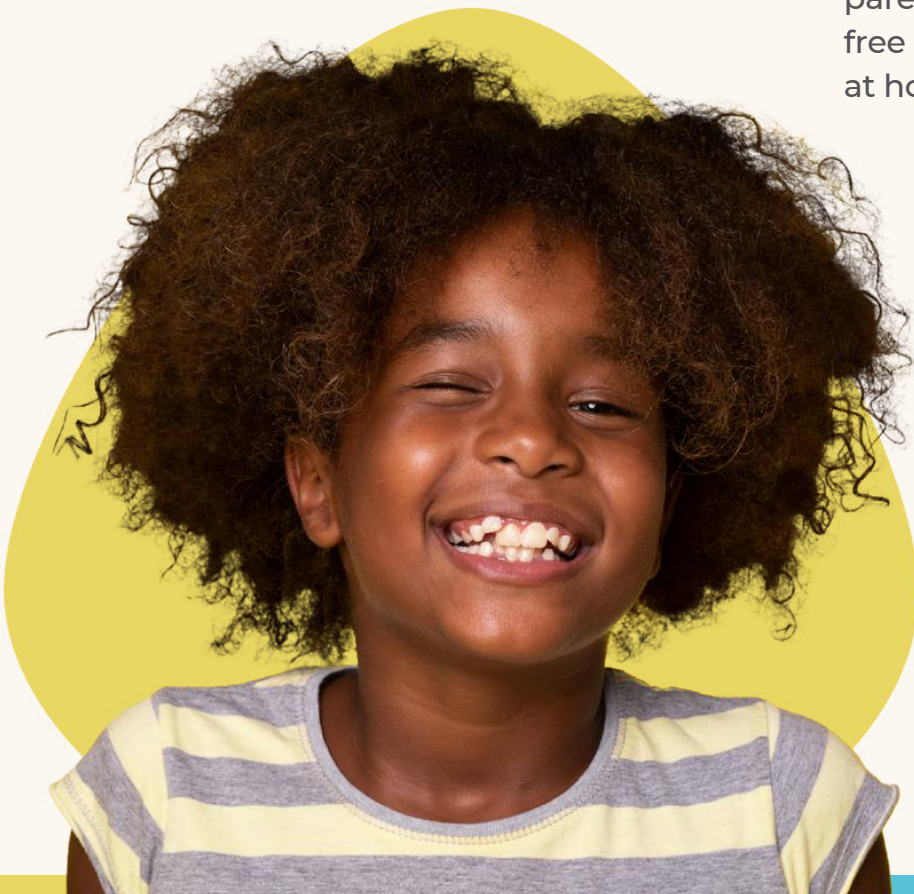
myHappymind is an award winning, whole school and nursery curriculum. It teaches children preventative habits that support positive mental health, resilience and self-esteem.

Taught to every child in a school from Early Years through to Year 6, myHappymind is delivered via an innovative technology platform making learning easy and fun.

All of the concepts we teach are based in science and research and grounded in Neuroscience and positive psychology.

We are passionate about supporting teacher well-being too and so all schools using the programme have access to a teacher well-being programme.

We are also proud to support parents by providing them with a free app to continue the learning at home.



School Spread

**myHappymind is supporting 128 schools
and 34,383 students across Kirklees.**



myHappymind Schools (128)

- | | |
|---|--|
| 1.All Hallows' CofE (VA) Primary School | 15. Clough Head Junior and Infant School |
| 2.Ashbrow School | 16. Co-op Academy Smithies Moor |
| 3.Batley Parish CofE Primary Academy | 17. Crossley Fields Junior and Infant School |
| 4.Battysford CE Primary School | 18. Crowlees Church of England Voluntary Controlled Junior and Infant School |
| 5.Beaumont Primary Academy | 19. Cumberworth C.E.(A) First School |
| 6.Berry Brow Infant and Nursery School | 20. Dalton School |
| 7.Birkenshaw Church of England Voluntary Controlled Primary School | 21. Denby C.E. First School |
| 8.Birstall Primary Academy | 22. Denby Dale Nursery and First School |
| 9.Boothroyd Primary Academy | 23. Diamond Wood Community Academy |
| 10.Brambles Primary Academy | 24. Earlsheaton Infant School |
| 11.Brockholes Church of England Voluntary Controlled Junior and Infant School | 25. East Bierley Church of England Voluntary Controlled Primary School |
| 12.Bywell Church of England Voluntary Controlled Junior School | 26. Emley First School |
| 13.Carlinghow Academy | 27. Fairfield School (SEN) |
| 14.Carlton Junior and Infant School | 28. Farnley Tyas C E First School |
| | 29. Field Lane Junior Infant and Nursery School |

School Spread

- | | |
|--|---|
| 30. Fieldhead Primary Academy | 46. High Bank Junior Infant and Nursery School |
| 31. Fixby Junior & Infant School | 47. Highburton CE First School |
| 32. Flatts Nursery School | 48. Hightown Junior Infant and Nursery School |
| 33. Flockton CofE (C) First School | 49. Hill View Academy |
| 34. Golcar Junior Infant and Nursery School | 50. Hillside Primary School |
| 35. Gomersal Primary School | 51. Hinchcliffe Mill Junior and Infant School |
| 36. Gomersal St Mary's CE Primary School | 52. Holme J & I School |
| 37. Grange Moor Primary School | 53. Holmfirth Junior Infant and Nursery School |
| 38. Hade Edge Junior, Infant and Nursery School | 54. Holy Spirit Catholic Primary Academy |
| 39. Hanging Heaton Church of England Voluntary Controlled Junior and Infant School | 55. Honley CofE (VC) Junior, Infant and Nursery School |
| 40. Hartshead Junior and Infant School | 56. Hopton Primary School |
| 41. Headfield CofE Voluntary Controlled Junior School | 57. Howard Park Community School |
| 42. Headlands Church of England Voluntary Controlled Junior, Infant and Nursery School | 58. Hyrstmount Junior School |
| 43. Healey Junior Infant and Nursery School | 59. Joseph Norton Academy |
| 44. Heaton Avenue - A Share Primary Academy | 60. Kaye's Academy |
| 45. Hepworth Junior and Infant School | 61. Kirkburton Church of England Voluntary Aided First School |
| | 62. Kirkburton Middle School |
| | 63. Kirkheaton Primary School |
| | 64. Lindley Church of England Infant School |
| | 65. Linthwaite Ardron CofE (Voluntary Aided) Junior and Infant School |

School Spread

- | | |
|---|--|
| 66. Linthwaite Clough J, I and Early Years Unit | 85. Oak CofE Primary School |
| 67. Littletown J.I. &N. School | 86. Old Bank Academy |
| 68. Lowerhouses CofE Primary School | 87. Orchard Primary Academy |
| 69. Luck Lane Primary | 88. Our Lady of Lourdes Catholic Primary Academy |
| 70. Lydgate Junior and Infant School | 89. Overthorpe CofE Academy |
| 71. Marsden Infant and Nursery School | 90. Paddock Junior Infant and Nursery School |
| 72. Marsden Junior School | 91. Park Road Junior Infant and Nursery School |
| 73. Meltham CofE (VC) Primary School | 92. Pentland Infant and Nursery School |
| 74. Meltham Moor Primary School | 93. Purlwell Infant and Nursery School |
| 75. Millbridge, A Share Primary Academy | 94. Ravenshall School (SEN) |
| 76. Moorlands Primary School | 95. Reinwood Community Junior School |
| 77. Mount Pleasant Primary School | 96. Reinwood Infant and Nursery School |
| 78. Netherhall Learning Campus Junior School | 97. Rowley Lane Junior Infant and Nursery School |
| 79. Netherhall St James CofE (VC) Infant and Nursery School | 98. Scapegoat Hill Junior and Infant School |
| 80. Netherthong Primary School | 99. Scholes (Holmfirth) Junior & Infant School |
| 81. New Mill Infant School | 100. Scholes Village Primary School |
| 82. New Mill Junior School | 101. Scissett Middle School |
| 83. Newsome Junior School | 102. Shaw Cross Infant and Nursery School |
| 84. Nields Junior Infant and Nursery School | |

School Spread

- | | |
|------------------------------------|------------------------------------|
| 103. Shepley First School | 118. St Peter's Church of England |
| 104. Skelmanthorpe Academy | Voluntary Aided Junior, Infant |
| 105. Slaithwaite CofE Voluntary | and Early Years School |
| Controlled Junior and Infant | 119. St Thomas CE (VC) Primary |
| School | School |
| 106. South Crosland CofE VA | 120. Staincliffe Church of England |
| Junior School | Voluntary Controlled Junior |
| 107. Southgate School | School |
| 108. Spring Grove Junior Infant | 121. Thornhill Junior and Infant |
| and Nursery School | School |
| 109. St Aidan's Church of | 122. Thurstonland Endowed First |
| England Academy | School |
| 110. St John's Church of England | 123. Warwick Road Primary |
| Voluntary Aided Junior and | School |
| Infant School | 124. Wellhouse Junior and Infant |
| 111. St John's Church of England | School |
| Voluntary Controlled Primary | 125. Westmoor Primary School |
| School | 126. Wilberlee Junior and Infant |
| 112. St Joseph's Catholic Primary | School |
| Academy (Huddersfield) | 127. Windmill CofE (VC) Primary |
| 113. St Josephs Catholic Primary | School |
| Academy | 128. Woodside Green, A Share |
| 114. St Mary's Catholic Primary | Primary Academy |
| Academy | |
| 115. St Patrick's Catholic Primary | |
| Academy | |
| 116. St Patrick's Catholic Primary | |
| Academy (Birstall) | |
| 117. St Paulinus Catholic Primary | |
| Academy | |

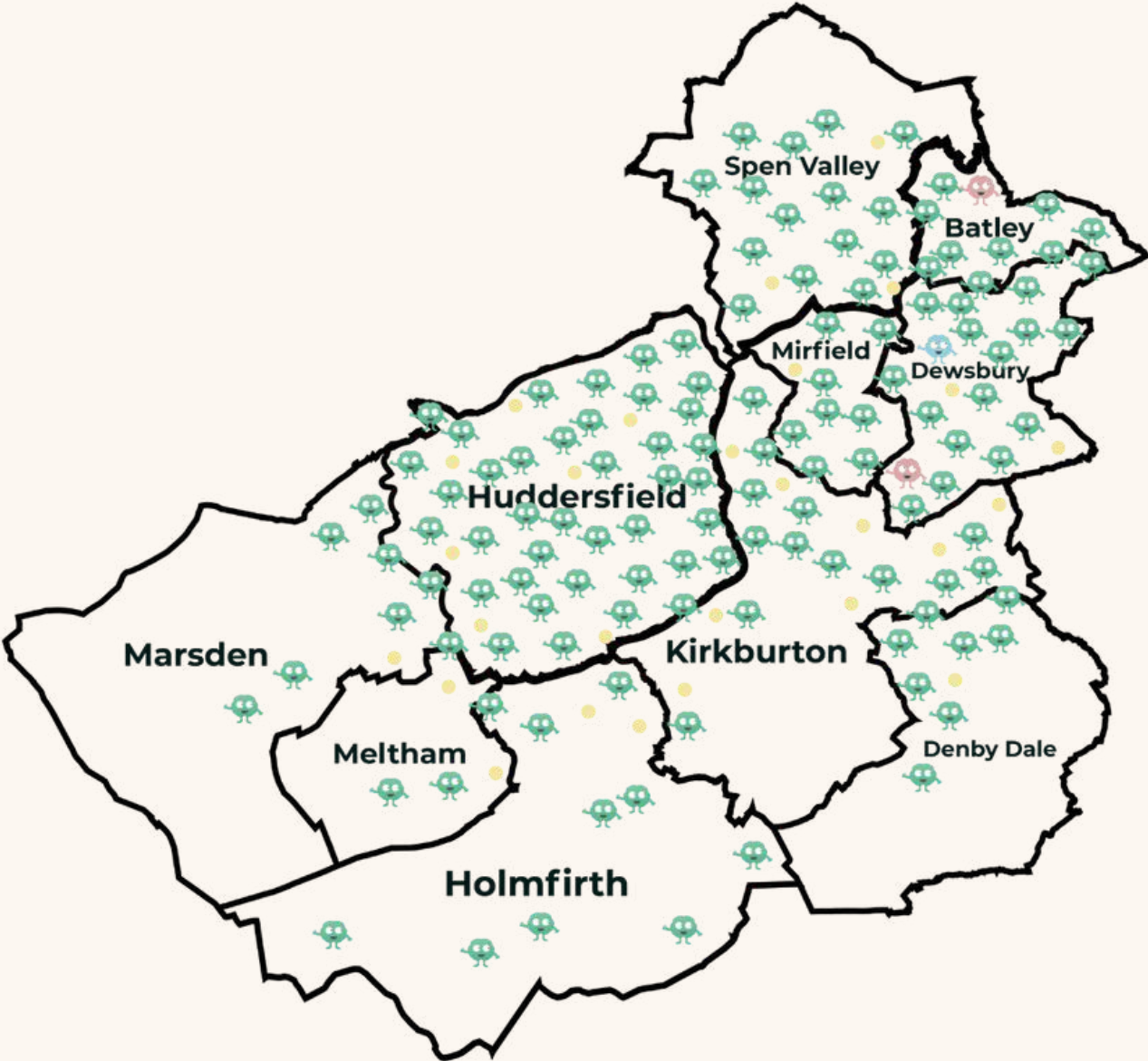
Non myHappymind Schools across Kirklees.

Non myHappymind Schools (27).

- | | |
|--|---|
| 1. Birdsedge First School | 16. Norristhorpe Junior & Infant School |
| 2. Birkby Infant & Nursery School | 17. Ravensthorpe C.E.(C) Junior School |
| 3. Birkby Junior School | 18. Roberttown CE J & I School |
| 4. Christ Church CE Academy | 19. Savile Town CE(C) I & N School |
| 5. Crossley Fields Junior & Infant School | 20. Scissett CE Academy |
| 6. Crow Lane Primary And Foundation Stage School | 21. Shelley First School |
| 7. Eastborough Junior, Infant & Nursery School | 22. Thornhill Lees CE Infant & Nursery School |
| 8. Heckmondwike Primary School | 23. Upperthong J & I School |
| 9. Helme Church Of England Academy | 24. Whitechapel C Of E Primary School |
| 10. Lepton CE Primary Academy | 25. Batley Grammar School |
| 11. Lindley Junior School | 26. Castle Hill School |
| 12. Manorfield I & N School | 27. Woodley School And College |
| 13. Mill Lane Primary School | |
| 14. Moldgreen Community Primary School | |
| 15. Netherton Infant And Nursery School | |

This map illustrates the spread of schools impacted by myHappymind across Kirklees.

myHappymind is supporting 128 schools and 34,383 students across Kirklees.



myHappymind Schools (125)



myHappymind SEN Schools (2)



myHappymind Nursery (1)



Non myHappymind Schools (27)

Please note this map is for illustrative purposes only

Schools 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.



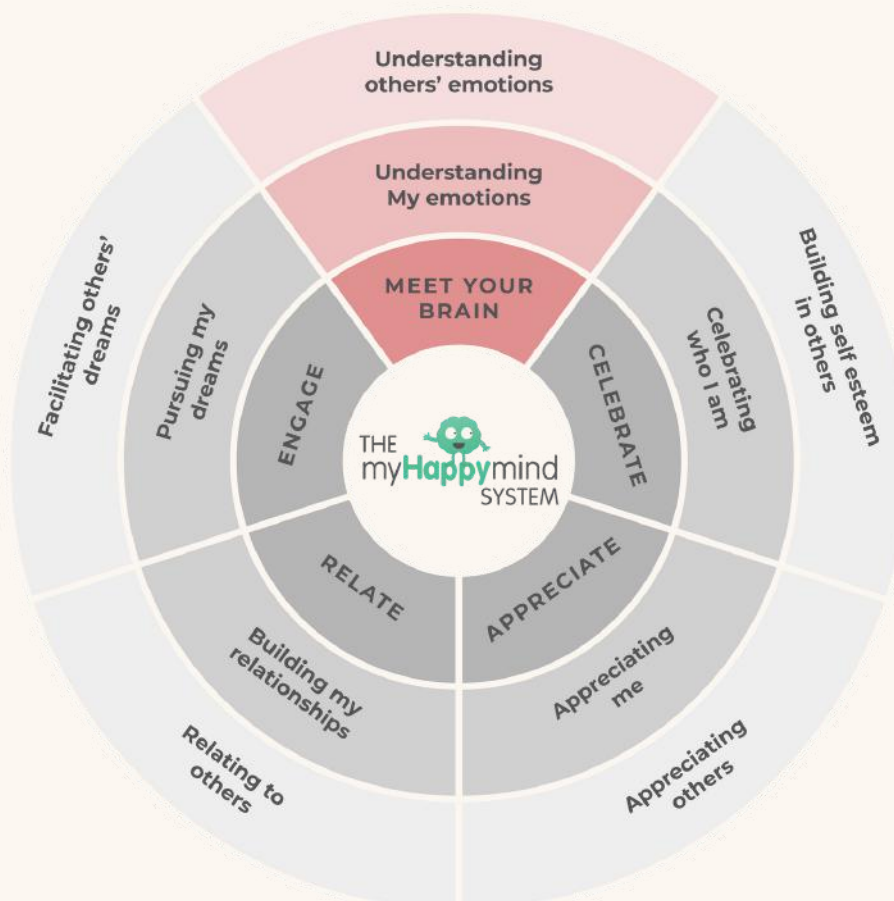
Meet Your Brain



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 they said before myHappymind



85%

of teachers said that half or less of their children are aware of the factors that contribute to their well-being.



84%

of teachers said that half or less of their children have a method to self-regulate during times of stress and worry.



97%

of teachers said that they do not spend more than 1 formal lesson a week on children's emotional and mental health.

What they said after myHappymind



99%

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



94%

of teachers have said that Happy Breathing has benefitted their class.



99%

of teachers are now having 1-3 conversations (formal or informal) about children's mental well-being each week.

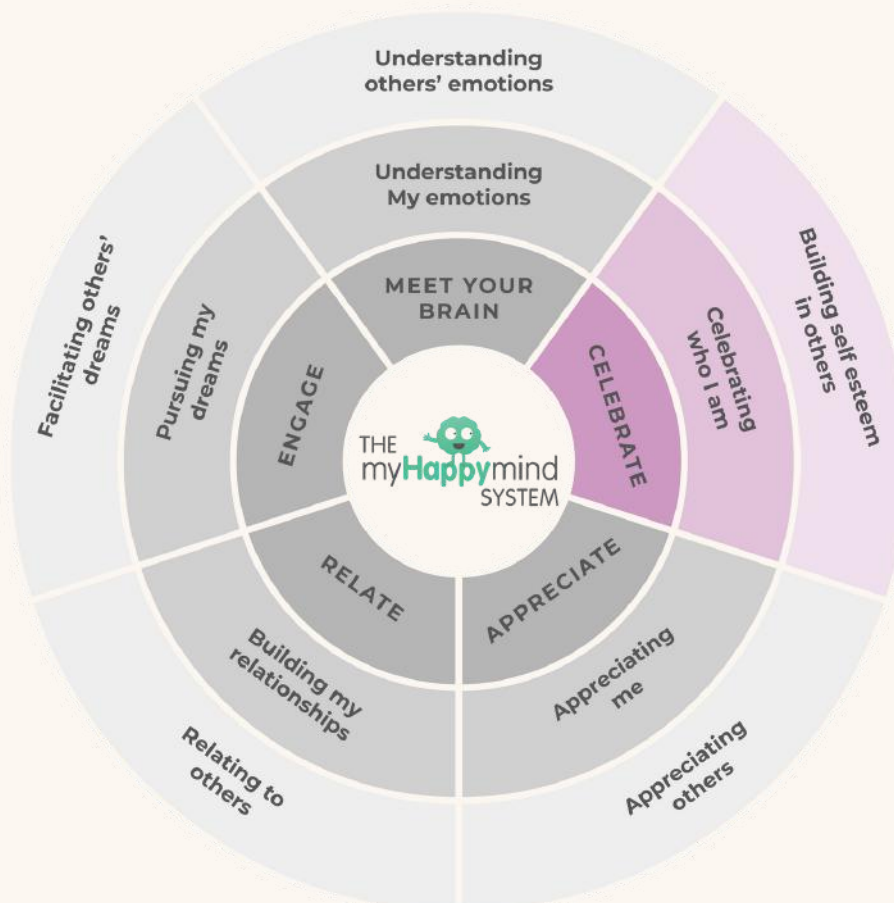
Celebrate



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 1 way to build self-esteem and confidence in children and this module is all about developing the children's self awareness and confidence.



What they said before myHappymind



87%

of teachers said that half or less of their children can talk about their Character Strengths.



99%

of teachers said that children have some struggles with their confidence and self-esteem.



35%

of teachers said that they notice and celebrate character on a daily basis.

What they said after myHappymind



99%

of teachers have said that their class are more able to talk about their Character Strengths.



87%

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



86%

of teachers have said that they use more character-based praise through their regular teaching.

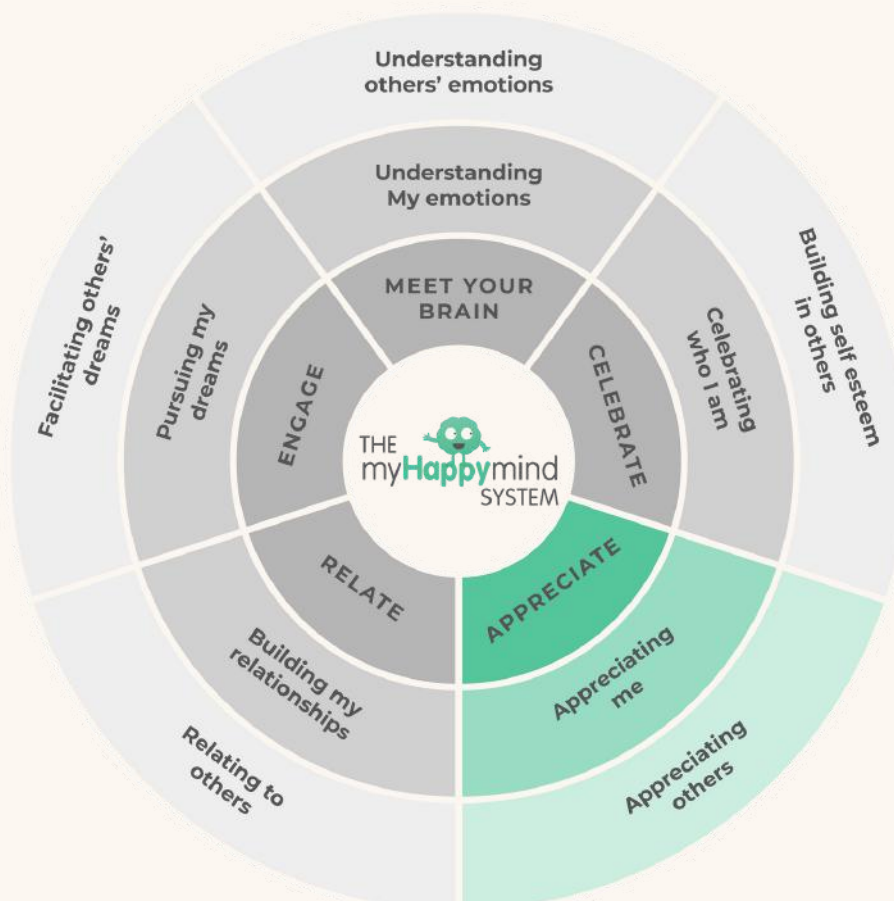
Appreciate



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 well-being 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 they said before myHappymind



86%

of teachers said that they did not notice their children expressing gratitude on a daily basis.



84%

of teachers said that their class have a tendency to focus on gratitude for things.



67%

of teachers said that their children do not proactively express gratitude.

What they said after myHappymind



83%

of teachers are noticing more gratitude being shown in the classroom.



84%

of teachers are noticing children expressing gratitude in terms of the people around them and their experiences more often.



75%

of teachers have introduced an Attitude of Gratitude in their classroom.

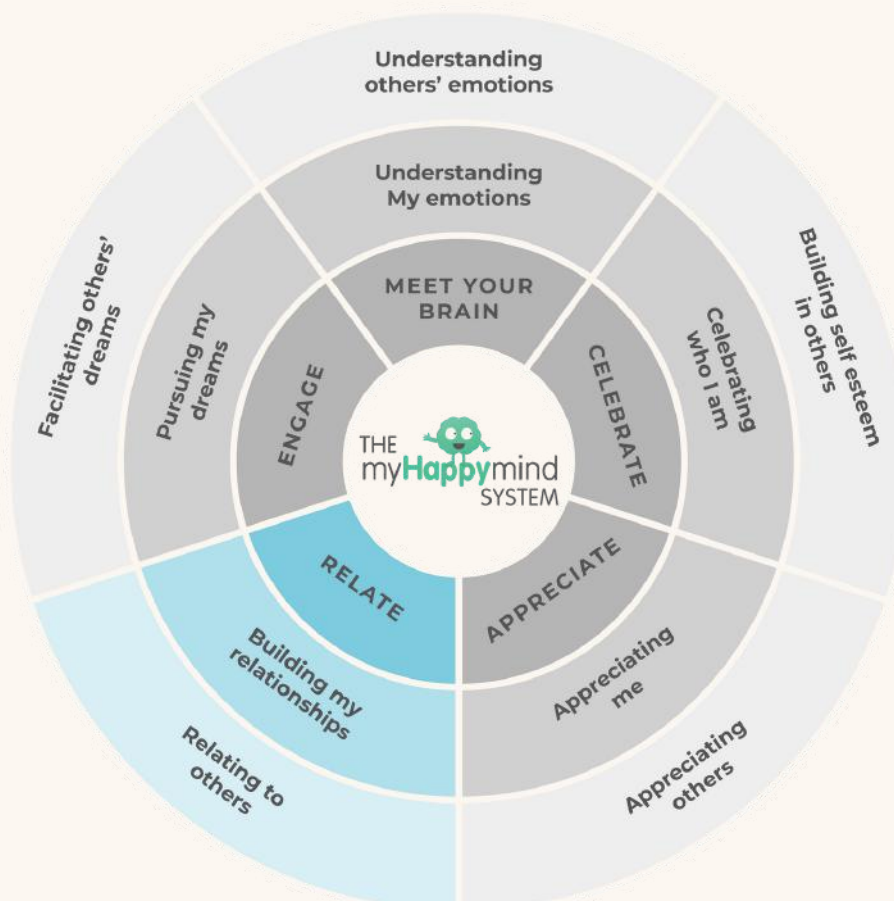
Relate



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 well-being; they provide children with a support system and endless opportunities for positive interactions.



What they said before myHappymind



77%

of teachers said that they would rate their children's Active Listening skills as poor or fair.



99%

of teachers said that the children in their class have some friendship challenges.



100%

of teachers said that some of their class struggle to see things from another point of view.

What they said after myHappymind



80%

of teachers have noticed a difference in their children's active listening skills.



96%

of teachers have said that their children now better understand the importance of positive relationships and what they need to do to build them.



86%

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

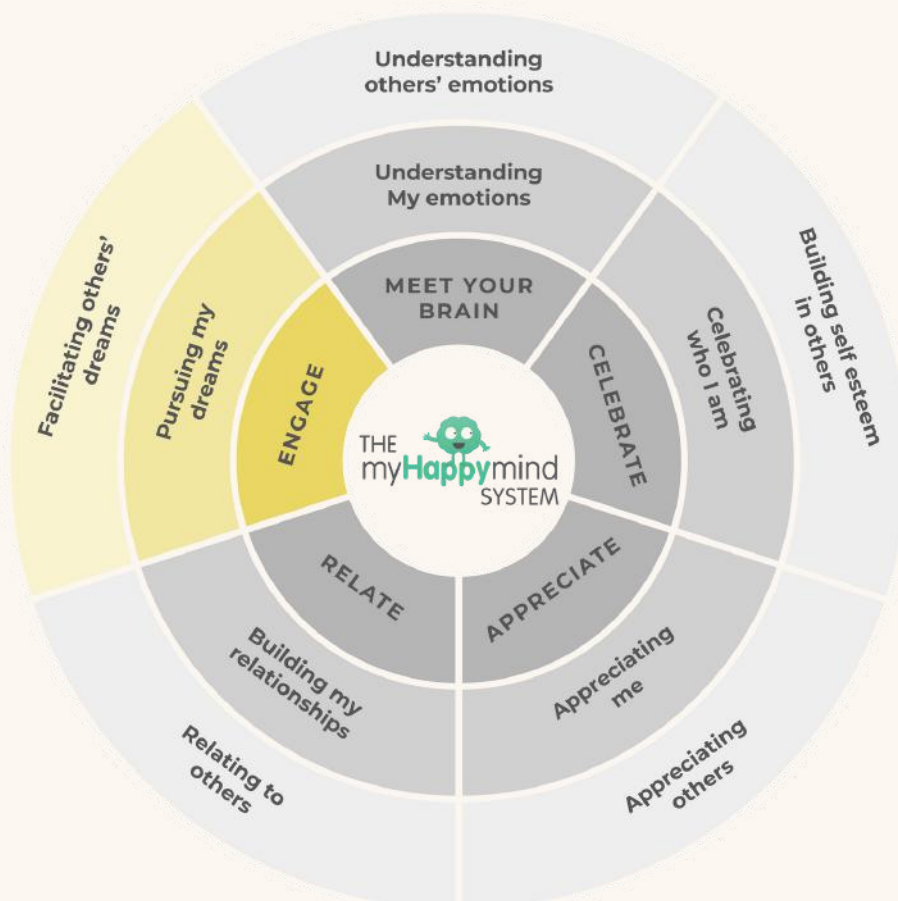
Engage



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 they said before myHappymind



89%

of teachers said that half or less of their children know how to set their own goals.



83%

of teachers said that at least half of their children struggle to persevere in the face of challenges.

What they said after myHappymind



74%

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



79%

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



92%

of teachers have been able to use the 'goal setting' language through their regular teaching.

Case Studies





A recent visit to Field Lane from trainee mental health professionals demonstrated the depth of children's understanding of the myHappyMind subject matter even after just a few months, as they confidently responded to questions about mental health and well-being. The visitors noted that it was remarkable to witness children as young as six referencing brain regions such as the Amygdala, Hippocampus, and Pre-Frontal Cortex and they were extremely impressed!

Children in Key Stage 1 have become familiar with the concept of Character Strengths, recognising their own strengths and those of their friends. Further up the school, Katie Hemingway, who teaches Year 5, said "It's been a really helpful tool for me as a teacher to refer to the Character Strengths when praising children, but also when encouraging them to focus."





myHappymind has really helped the Year 6 pupils to understand their feelings, particularly around stressful situations. It has helped the transition to High School as they can regulate their emotions better. During the Year 6 SATs, the children were able to apply the skills they had learned to manage their feelings during what can be an anxious time for many of them. They also found the Happy Breathing exercises very helpful during those difficult moments and are now calmer and more regulated in themselves.

The adults are also benefitting - one parent, whose child has SEMH needs reported that the Parent App is really useful for her. A Governor said, "I was elated when Field Lane School first introduced myHappymind! It is so impressive how the school prioritises mental health and is constantly finding ways to educate the children and parents on mental health. myHappymind helps the school do this successfully!"

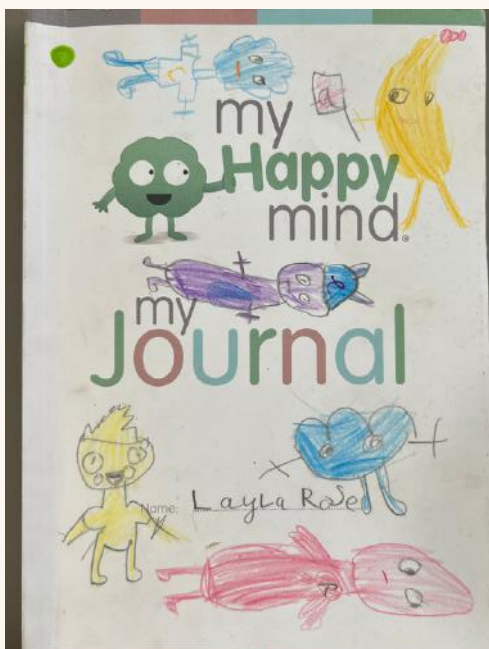
The programme has helped Deputy Headteacher, Asif Lorgat, in his role as a school leader. He says, "When things get quite frantic, using the breathing exercises has helped me to focus and calm down! Teachers and support staff have been talking about how they have been using myHappymind in their own classes and daily lives. Some staff have found Happy Breathing a useful technique whilst others have found learning about the brain extremely useful. Learning about Team H-A-P has helped them reflect on how they behave and react in different situations and helped them to think carefully about how children react in different situations."



Affectionately known as St Pat's, this Catholic school is part of a Multi-Academy Trust. They value Mental Health and aim to ensure that it is seen as a priority for all by teaching the children how important their Mental Health is and how to look after it.

In KS1, Happy Breathing has helped the children to feel calm and relaxed. Children have reported that Happy Breathing helps them refocus and helps them get back to the 'green zone' and ready to learn. They have started using Happy Breathing by themselves when in a situation where they think it would be helpful, and the Meet Your Brain song has really helped with this.

Throughout the school, the impact of the programme is visible – Champion Catherine Wolanski says, "The children have really taken it. They love it. When you go around the school and say that we're doing myHappymind next, the children are really excited. It's been really helpful for children who display high levels of anxiety, as it gives them strategies. Out in the playground, if the children see someone who looks upset, they are going over to help."



myHappymind has also been beneficial for children here who are Neurodiverse, particularly children who have ADHD and Autism or are on the pathway toward a diagnosis. Catherine says, "We have one child in particular who has Autism and she uses her own laptop to do myHappymind and puts headphones on. You can see that it has really helped her to do Happy Breathing to manage her emotions."

St Pat's has also noted the inclusivity of the programme. Children of different ages and abilities can all access the lessons as they're not required to write a lot but they can if they want to, or they can draw pictures in their myHappymind journals.

Crowlees Church of England Voluntary Controlled Junior and Infant School



myHappymind has fitted in well with the Crowlees vision: ‘This school is a place where happy memories are made. Each child is safe, cared for and learns to care for others; is valued for being themselves; is supported in learning to make the right decisions and challenged to be the best they can be.’ Prior to using the programme, staff would do a daily well-being check-in with the children but since starting with myHappymind they and the children have gained the vocabulary to talk about why they are feeling a certain way and how this is linked to the parts of their brain.

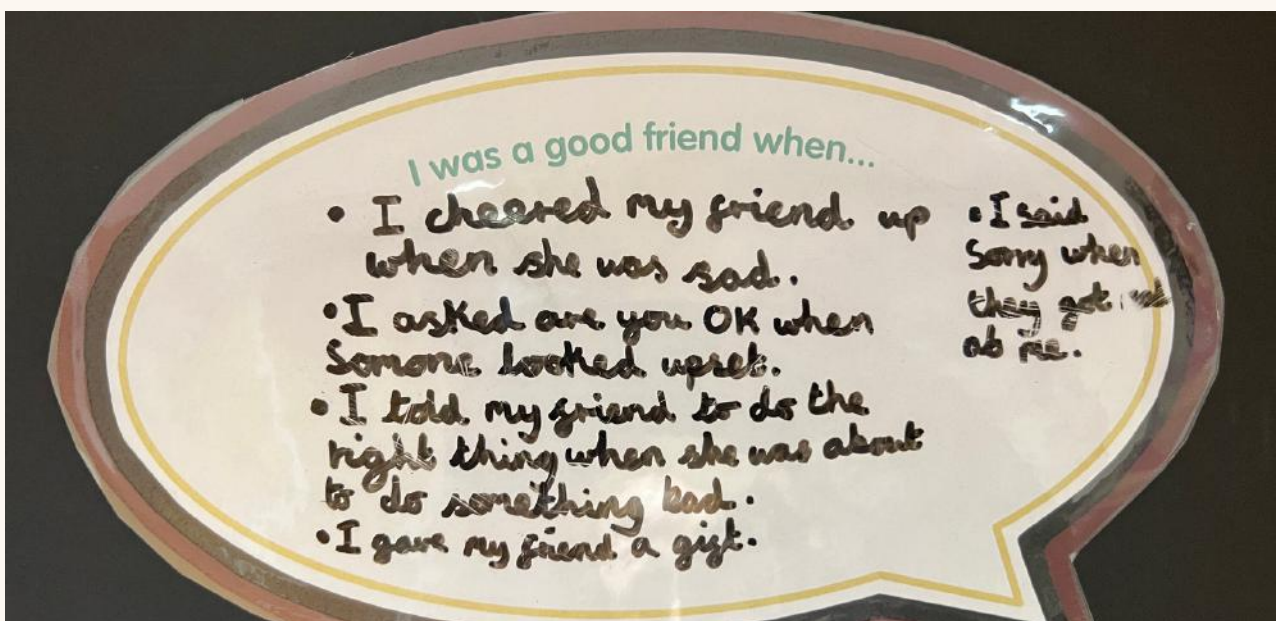
As a result of this, children’s self-regulation has improved across the school. Well-being Lead Ange Dook says, “Reception staff have found that children who struggle with personal, social and emotional development have really benefitted from Happy Breathing. This helps them to emotionally regulate. Year 2 children draw on the strategies when they are modelled. All the children have talked about myHappymind helping them to think before they react.”

Year 4 enjoyed the Celebrate module in particular. They had great discussions about typical fears (for example, the dark) and how they could develop their bravery strength further. Year 6 benefitted from the short journalling activities and having time to record their thoughts and ideas. They have learnt that their brains can be quite impulsive and they are trying to respond in alternative ways.

Crowlees Church of England Voluntary Controlled Junior and Infant School



The Parent App has been a hit. Ange says, “A Year 2 parent told us their child talks about Team H-A-P and how it helps him understand his emotions. A Year 3 parent said her child talks about really enjoying the lessons and regularly uses the games and quizzes on the app. Her older child uses Happy Breathing to calm down and refocus. Another parent said their family really like the science behind Happy Breathing - they're able to hold conversations about it and understand what's happening in their brains. One mum told us her child had always struggled with anxiety and stress, and myHappymind is definitely helping to alleviate this.”



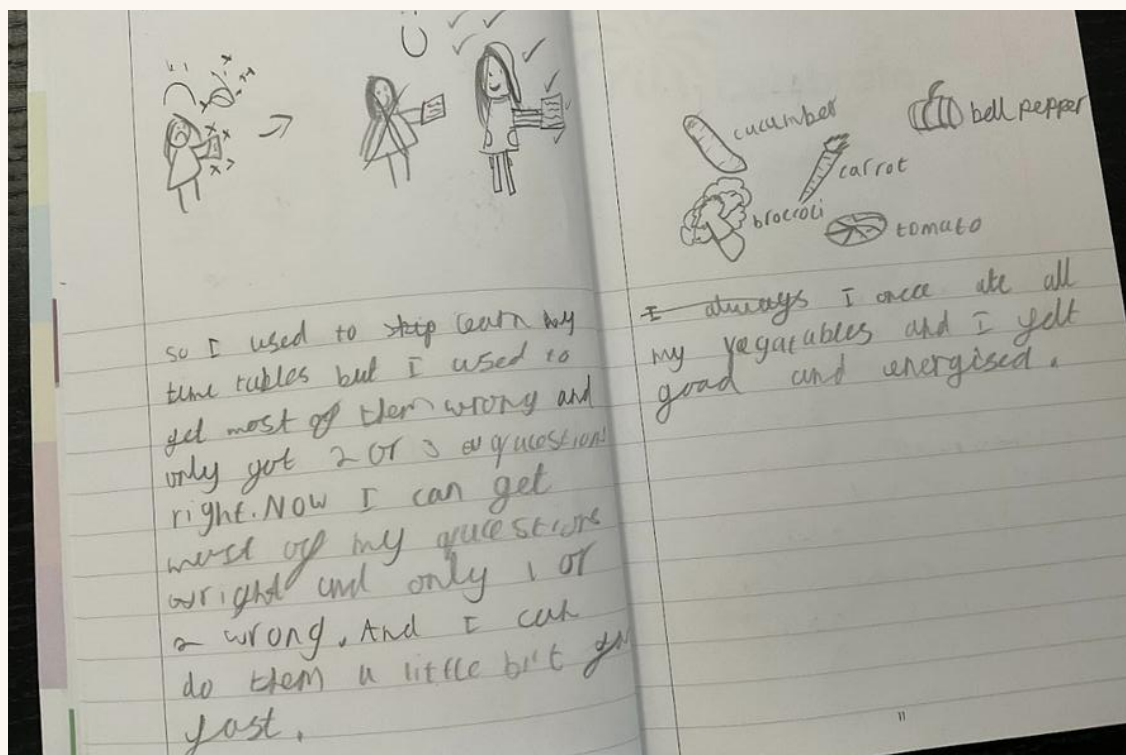


Birkenshaw Primary School launched myHappymind with their children in Summer Term 2024 and they have already seen the impact across their whole school community. Some classes are using Happy Breathing daily, with teachers commenting that “a couple of children now understand why they have outbursts or feel frustrated and angry and that it's their brain's way of reacting to a situation. I can see that because they understand it now, they are getting much better at finding a way to calm themselves, and they know that how they are feeling is okay.” One child used Happy Breathing to help him swim a full width for the first time without swimming wings!

myHappymind Champion Sharon Goldspink says, “Staff at Birkenshaw Primary School are learning as they teach. myHappymind has become part of our daily routine. As I walk around the school, both staff and children are practising Happy Breathing and encouraging each other to do the same. I have had staff telling me they have used Happy Breathing when their children are taking a driving test or preparing to sit an exam. Staff understand how the brain works, which helps them to understand the needs of the children along with why they may be feeling a certain way. I have emailed out the staff journal for ‘Meet Your Brain’ to encourage staff to write journals. I feel myHappymind is a positive step for both pupils and staff.”



Parents have embraced the programme as well, with one saying, “My daughter enjoys us doing some Happy Breathing as a family,” and another reporting that their children have advised them to try Happy Breathing themselves when stressed. Children across the school also love the neuroscience vocabulary and the catchy songs. The whole school was very proud to be awarded myHappymind Bronze Accreditation.





This Silver Accredited school has been using myHappymind for almost two years. They have told us that myHappymind has been a great addition to their Mondays and is a great way to start the week off. Having the lessons on a Monday enables teachers to follow up with discussions throughout the week and reflect on the learning that has taken place. Although they have had to plan myHappymind into the timetable, they are pleased that it has saved them time overall when it comes to dealing with incidents or playtime issues.

The Champion said: “We are really proud of the impact myHappymind has had on our children. We recently had a visit from a mental health practitioner, who reflected on the sessions that she had conducted here. She said she was hugely impressed with our pupils' ability to articulate issues around their mental health, the language they were able to use and the knowledge they had around emotional well-being. That is something that made us extremely proud.

The lessons are plug-and-play and they are really easy to navigate. If we do need any support, the myHappymind team are always there for that. The portal is easy to navigate, there is minimal resourcing to do and no planning, which is great for teacher workload.”



Staff have enjoyed the myHappymind For You CPD sessions. They noted that learning about neuroscience and Character Strengths was incredibly beneficial for understanding how the brain impacts learning and teaching methods and how they can be the best versions of themselves. Teachers commented that they now understand ‘the importance of spending a little while in breathing’ and that ‘Active Listening is necessary for [them] to make and secure relationships’.



Overall, the programme has allowed the school to promote a really caring ethos and to show their pupils that they place mental health, and emotional well-being, at the centre of everything they do.

Let's hear the stories



Teacher Feedback

Meet Your Brain



"I have some boys in my class who have ELSA support. At first, when we used to lay them down on the carpet and do Happy Breathing, they found it hilarious, but the more they've practised and got used to it, the more they've realised, 'If I'm feeling a bit agitated, this can help'. We do it all day - after playtime, after lunchtime, during PSHE. I do it too - sometimes I'm feeling a little bit stressed when I walk into the building, and I just stop and appreciate what's around me, and if you do the same you'll see it benefits you."



Stacie Samuels, Year 2 Teacher
Mount Pleasant Primary School

Teacher Feedback

Meet Your Brain

“The lessons have helped the children regulate themselves in different situations.”



Nadeem Sarwar, Year 4 teacher

Spring Grove Junior, Infant and Nursery School



Teacher Feedback

Meet Your Brain



"I had an email from a parent whose child has gone home showing Mum and Dad their Happy Breathing and singing the song at bedtime!"



Georgina Krol, Year 1 teacher
Moorlands Primary School

Teacher Feedback

Meet Your Brain

"I did a whole school assembly and took in Team H-A-P. The whole school could tell me all about the brain and had retained the vocab. They really understood what they needed to do to calm themselves."



Helen Hoare, Year 5 Teacher

Newsome Junior School



Teacher Feedback

Celebrate



"The class now have a better understanding of the different strengths and how they can use them. They also recognise that they can develop strengths in the same way they can develop other skills."

Yusaf Yusaf, Year 5 Teacher

Linthwaite Clough J I & Early Years Unit



"My class enjoyed learning about their Character Strengths and how they will support them as they move to high school."

Rachel Otterwell, Year 6 Teacher

Windmill Church of England Primary School



"We liked this unit. The children came back from a school trip cheering about the Strengths Spotting they had done whilst they were there."

Catherine Hall, Year 3 Teacher

Birkenshaw Church of England Voluntary Controlled Primary School

Teacher Feedback

Celebrate

"A child's confidence really was boosted when they realised that one of their Character Strengths was 'Bravery'."

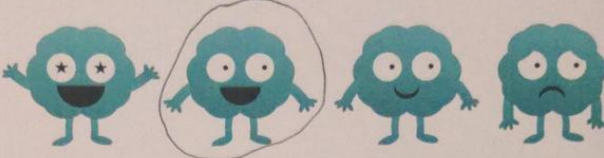


Laura Elder, Year 5 teacher

Birkenshaw Church of England Voluntary
Controlled Primary School

What have we learnt? - Celebrate

Do you enjoy myHappyMind sessions?



What have you learnt during the Celebrate Module?

that if someone is celebrating something
you should not be jealous of them
because maybe it will happen to
you one day. That you should
celebrate others and not be
jealous

What are your top Character Strengths?

- kindness
- ~~valour~~
- teamwork
- love
- good friendships
- resilience

When have you used your strengths?

When I was learning to ride my
bike and I kept falling off but I
got back on and tried again and
finally the moment when I didn't
fall off came ~~after~~ after a trillion years

Teacher Feedback

Celebrate



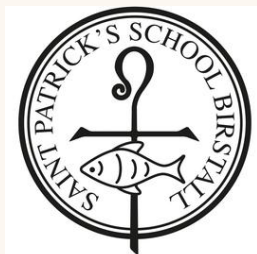
“I spoke to the class about Character Strengths. They hadn't realised what they were to start with - they understand now. They understand they are better at some than others. They know it doesn't matter they you can't be good at everything. Everyone knows that they are good at something and if they want to get better then they can practise and their brain will grow.”



Helen Hoare, Year 5 Teacher
Newsome Junior School

Teacher Feedback

Celebrate



“Character Strengths have been a great addition to our whole school teaching. Children are now able to make learning links throughout different curriculum areas based on their Character Strengths. For example, when reading a key text to children that they will then be basing their end piece of writing on, we can introduce and share Character Strengths within the characters of the text. The children are now becoming more able to recognise these Character Strengths independently in different texts and link them with different characters. Children can use and share Character Strengths within maths, for example when solving more complex problems, children will use their Character Strength of Bravery and vocalise this.

Children who have more of the ‘Exploring and Learning’ Character Strength take real pride in this and like to coach other children on how to use these strengths in maths. When learning in Geography, children with ‘Love of Life and Our World’ can link this with their learning in Geography. One child asked their teacher ‘Are we doing Geography today? It is because I have a love of the world.’ This then spreads excitement for learning across the peer group.”

Teacher

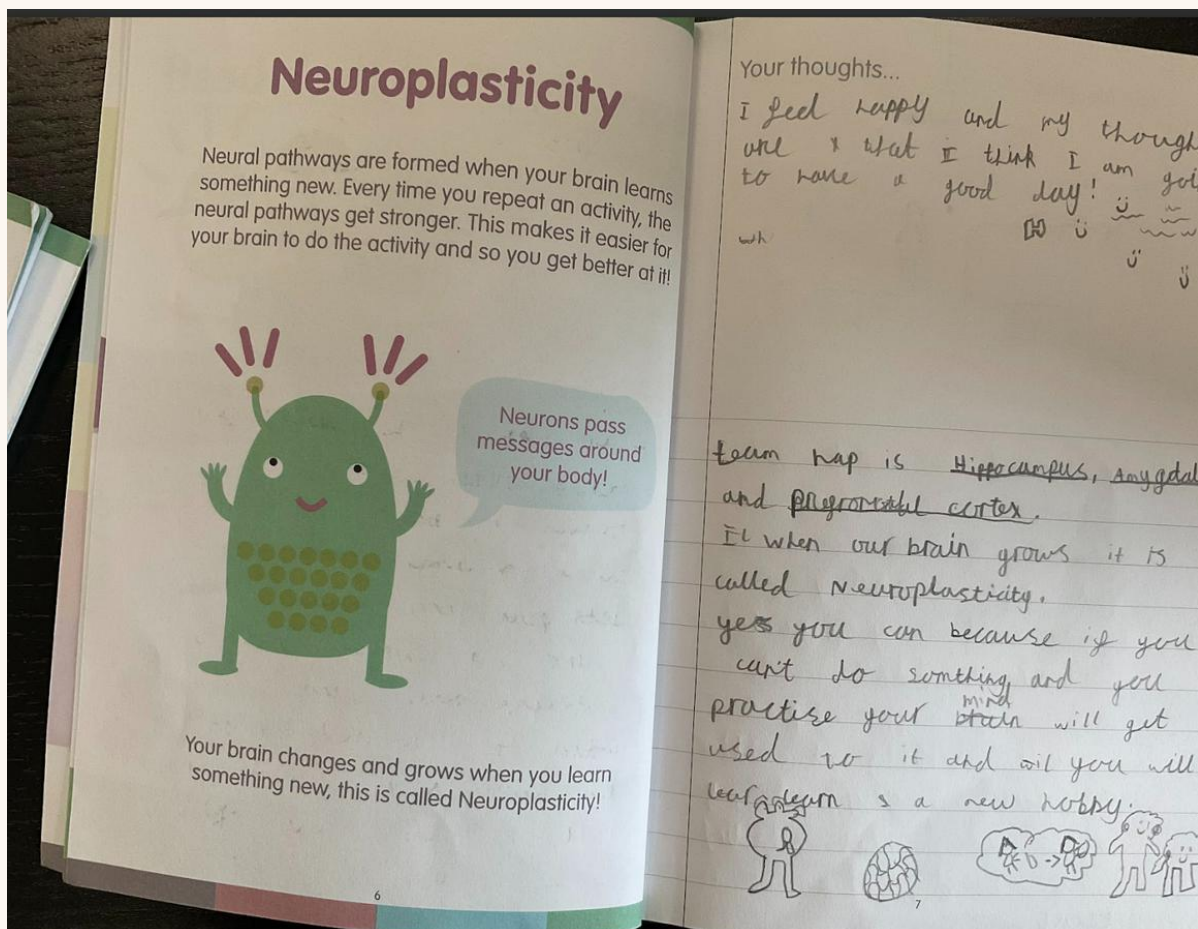
St Patrick's Catholic Primary Academy

Teacher Feedback Appreciate

"Pupils in class are showing more gratitude towards each other and are confidently telling each other how they are being made to feel when this happens."



Karen Wilkinson, Year 5 Teacher
Overthorpe CofE Academy



Teacher Feedback

Appreciate



"Awareness of gratitude has increased within class"

Rebekka Bojanowski, myHappymind Champion
Southgate School



"The Attitude of Gratitude is spreading around the school like wildfire."

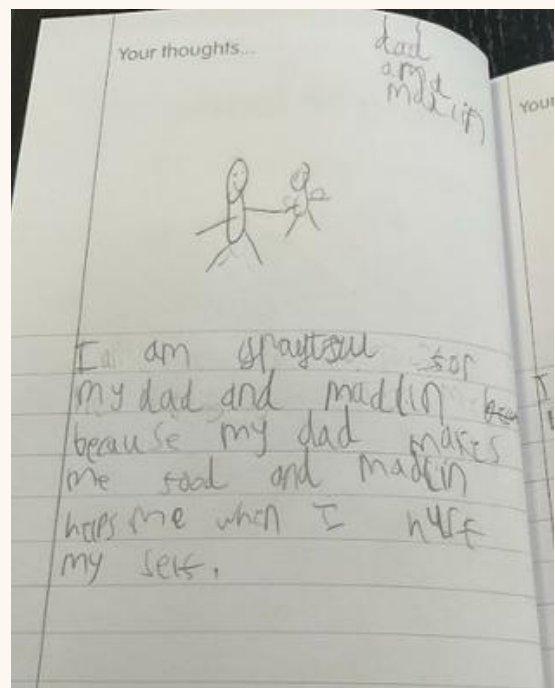
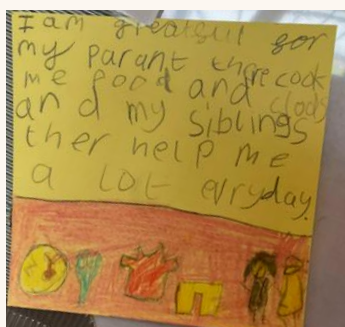
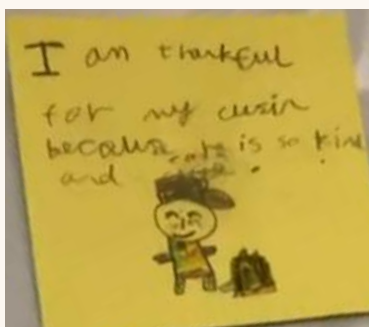
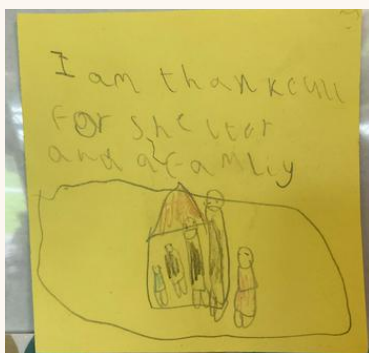
David Randviir, Year 4 Teacher
St Thomas CE (VC) Primary School



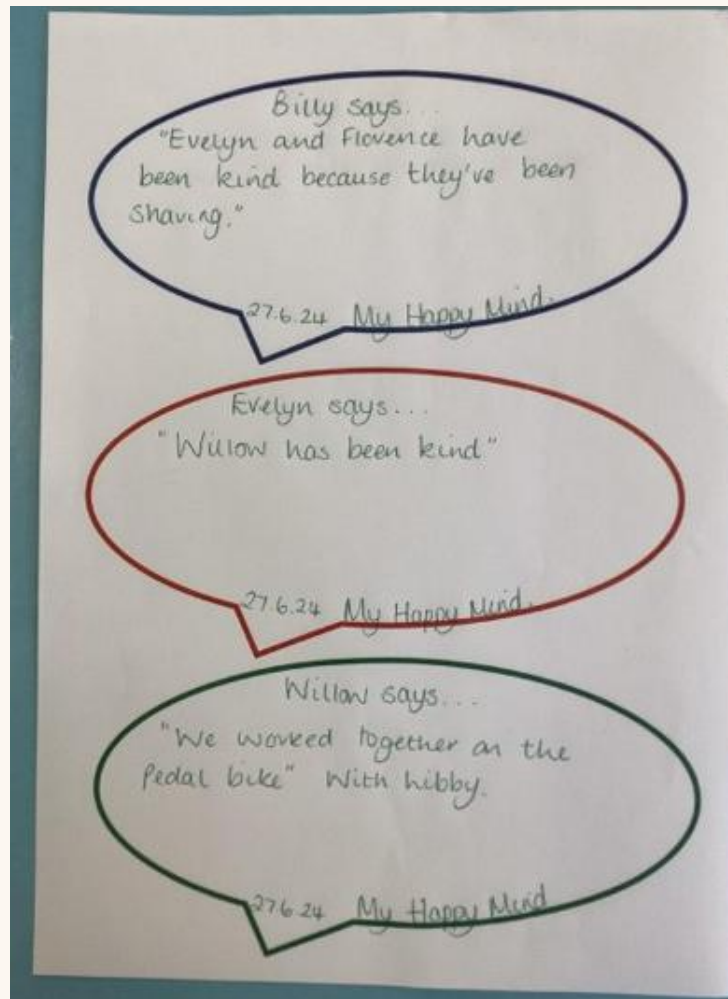
"The children are making sure they say 'thank you', especially to the lunchtime staff."

Amy Dunford, Teacher
Hopton Primary School

Teacher Feedback Appreciate



Teacher Feedback Appreciate



“The children are more aware of all those around them for whom they are grateful. They are beginning to appreciate all the little things!”



James Field, Year 1 Teacher
Purlwell Infant and Nursery School

Teacher Feedback

Relate



“This module has worked well with one SEND child in particular.”

Mike Dean, Year 3 Teacher
Canvey Junior School



“A greater understanding of Active Listening is being witnessed across school as well as in the classroom.”

Rebekka Bojanowski, myHappymind Champion
Southgate School



“It has helped the children to understand others' feelings better. I have heard children say, 'Stop, we need to think how it will make them feel and consider what we say.'”

Emma Ryder, Year 1 Teacher
Hanging Heaton Church of England Voluntary
Controlled Junior and Infant School

Teacher Feedback

Relate

“The Relate module is helping our children to think differently about what makes a good friend and it is helping them to stop and consider other people's opinions and feelings. This is making the classroom a happier and more calm place to be in.”



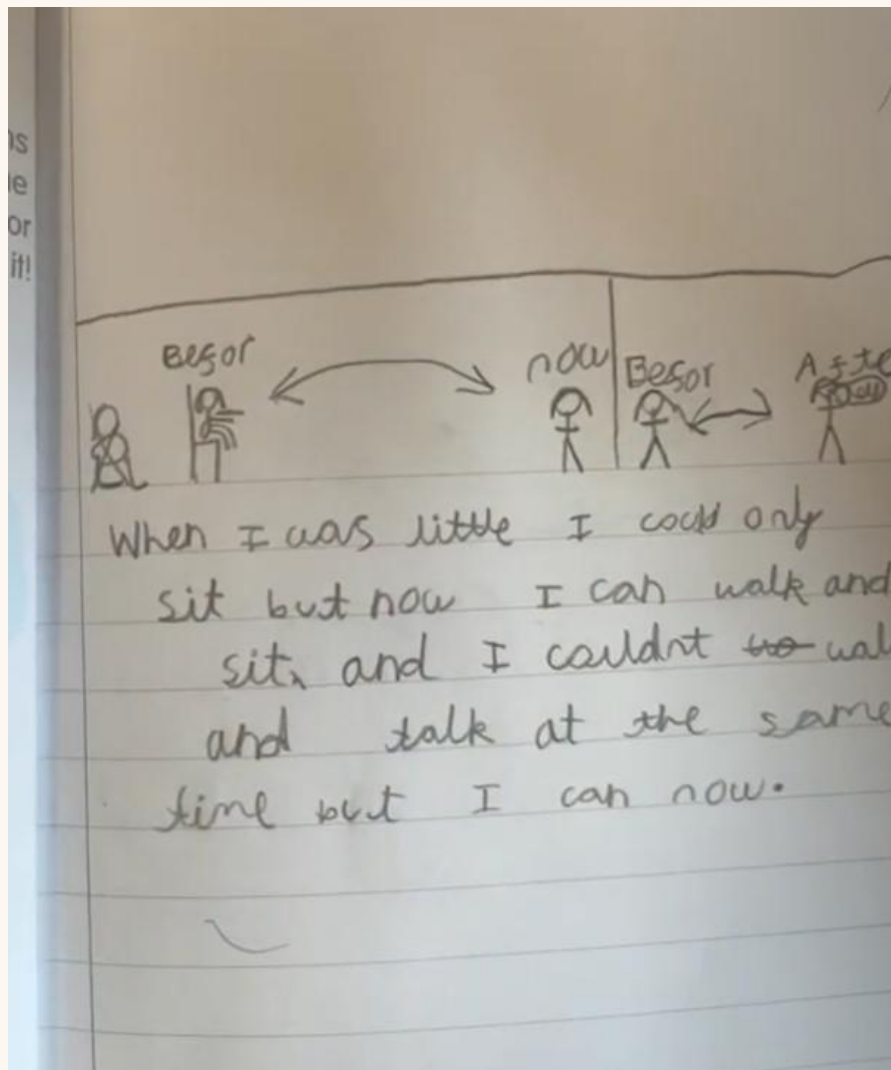
Samantha Vatani, Year 3 Teacher

Rowley Lane Junior Infant and Nursery School



Teacher Feedback

Relate



"The pupils have a better understanding of relating and how to do this not just in school but also with their family and members of the community."



Karen Wilkinson, Year 5 Teacher
Overthorpe CofE Academy

Teacher Feedback

Relate

"The children are able to think of examples of when they have used Stop, Understand & Consider in their friendships and family relationships."

"We created friendship recipes, which the children loved to create, after the second lesson. They loved reading them out to share with the class, and hearing of their unique differences."

"The children have enjoyed learning about understanding things from different perspectives. It has provided them with the knowledge that other perspectives may sometimes be a positive thing."

"One boy was being too bossy in the playground with his circle of friends. We used the Stop, Understand & Consider approach when discussing."

"We have used the phrase 'Active Listener' in class and the children have taken it on board well."



Class Teachers

Crowlees Church of England Voluntary Controlled
Junior and Infant School

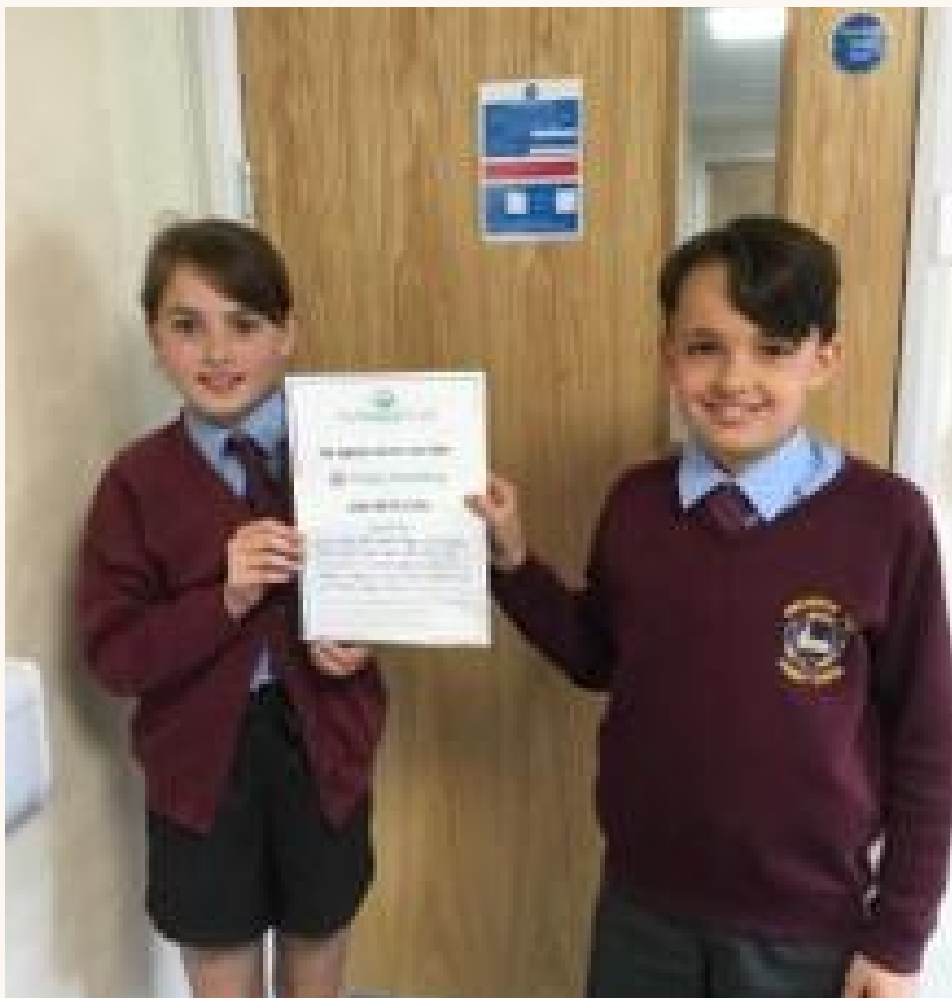
Teacher Feedback

Engage

“The children loved thinking about setting their own goals and discussed with the rest of the class how they could achieve them. They all said if they couldn't do their goal yet, they would keep trying until they could and would ask their friends for help if they were struggling.”

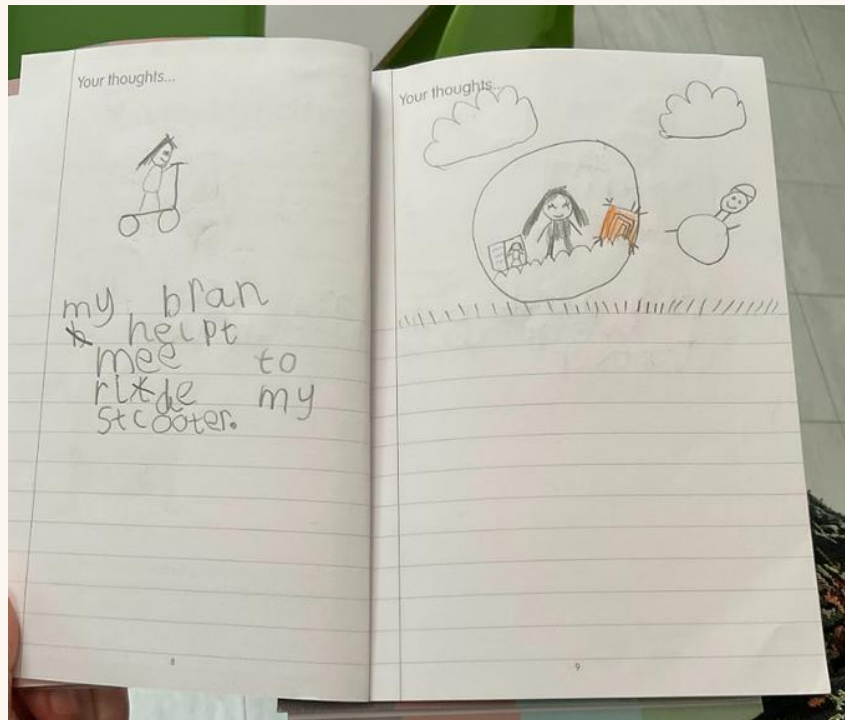


Sam Beck, Reception Teacher
Hopton Primary School



Teacher Feedback

Engage



“A child said, ‘I just couldn't understand fractions. I kept trying and trying and then all of a sudden I understood it - it felt like magic had been sprinkled over me. I felt so proud that I was getting my work correct.’ Setting small goals has really helped the class to achieve the goals - previously at times they were trying to do too much and felt swamped. A great module that we will be using until the end of the academic year. Thank you.”



Gail Brook, Year 3 Teacher
Birstall Primary Academy

Teacher Feedback

Engage

“The lessons regarding setting goals have allowed the children to feel and be more determined to never give up!”



Laura Holt, myHappymind Champion
Mount Pleasant Primary School



Teacher Feedback

Engage



“Children are thinking creatively about what they want to achieve and are excited by their ideas and how realistic their dreams are becoming.”

Mike Dean, Year 3 Teacher
Canvey Junior School



“Some of the children were able to set themselves a goal - ride their scooter with two wheels, ride their bike with two wheels. Some children, to climb trees like Ernie.”

Diane Jebson, Reception Teacher
Spring Grove Junior, Infant and Nursery School

Staff well-being Data and Feedback



Staff well-being Data and Feedback

64 Schools have engaged in the Staff Well-being courses.

Approx 1082 staff have benefitted from the resources.



100%

of staff said that the Meet Your Brain module helped them to better understand their brains and know what they can do to look after their own well-being.



100%

of staff said that they have learnt about their Character Strengths helping them to think more positively about themselves and improving their self-esteem.



89%

of staff said that since completing the Appreciate module, they have seen themselves expressing gratitude more often.

Staff well-being Data and Feedback

64 Schools have engaged in the Staff Well-being courses.

Approx 1082 staff have benefitted from the resources.



100%

of staff said that they have developed insight into how to develop their relationships with their colleagues, friends and family.



100%

of staff said that they feel more confident in their ability to set, plan and achieve their goals.

Staff well-being Data and Feedback

64 Schools have engaged in the Staff Well-being courses.

Approx 1082 staff have benefitted from the resources.



“myHappymind has empowered educators to manage stress and keep a positive attitude. This in turn has helped mental well-being in the teaching profession - a job well known for being highly stressful. The workshops, guidance and resources are very supportive and ensure that all staff feel equipped to create an environment for motivating themselves and pupils in a supportive atmosphere.”

Jane Nagy, Deputy Head

St Mary's Catholic Primary Academy



“Learning about the importance of Active Listening resonated with me.”

Gemma Padgett, myHappyimnd Champion

Thornhill Junior and Infant School

Staff well-being Data and Feedback

64 Schools have engaged in the Staff Well-being courses

Approx 1082 staff have benefitted from the resources



"I enjoyed completing the Character Strengths survey and thinking of how to develop myself."

Rachel Lockwood, myHappymind Champion

St Peter's Church of England Voluntary Aided Junior, Infant and Early Years School

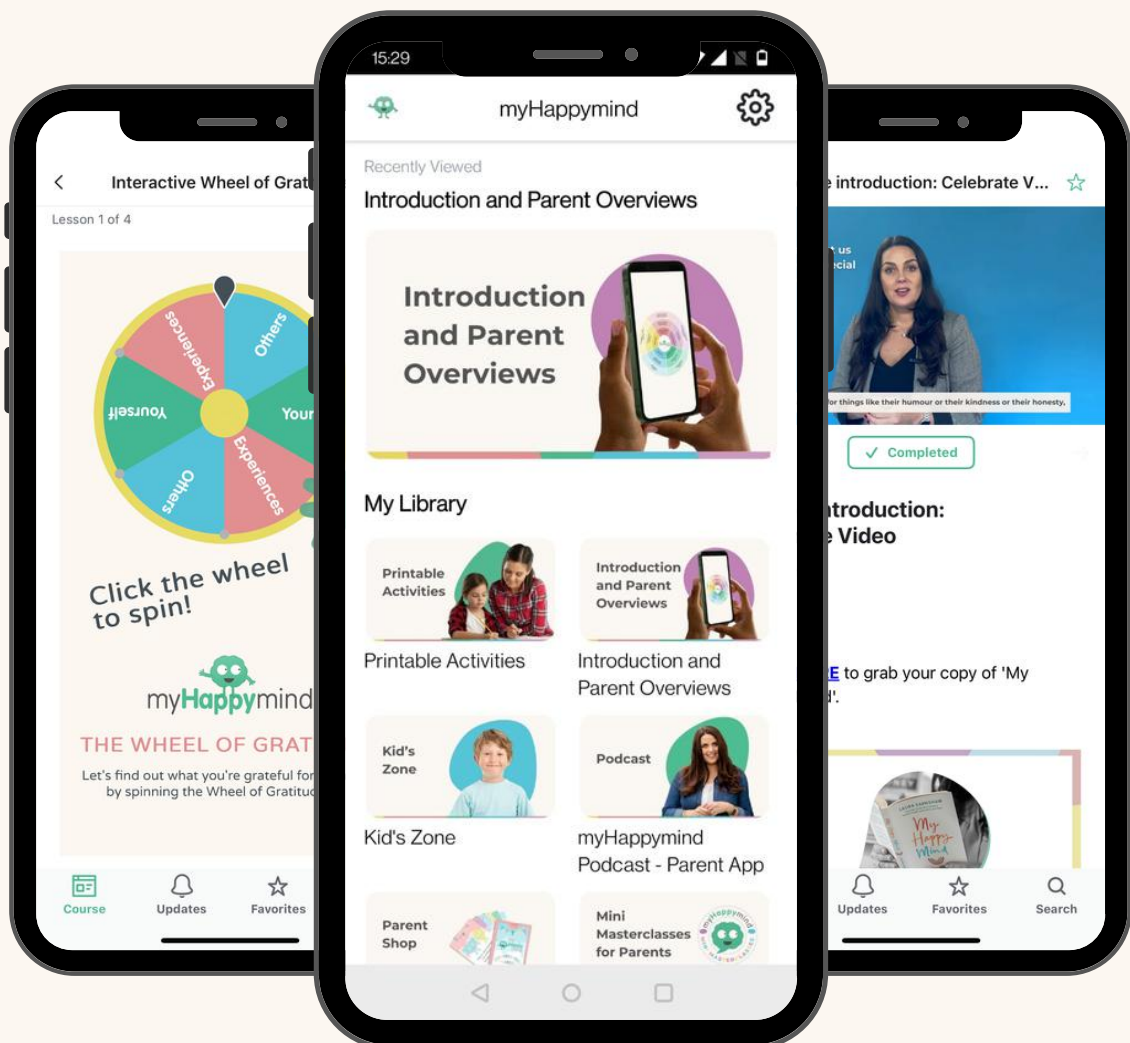


"I hope to use these techniques to set my own personal goals!"

Amanda Dyson, HLTA

Netherhall St James CofE (VC) Infant and Nursery School

Parent data and app feedback



Parent data and app feedback



53%

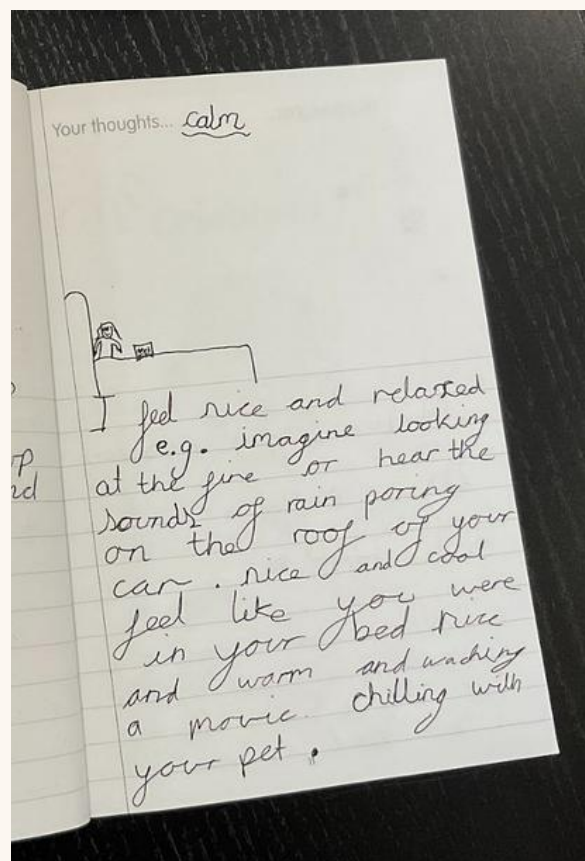
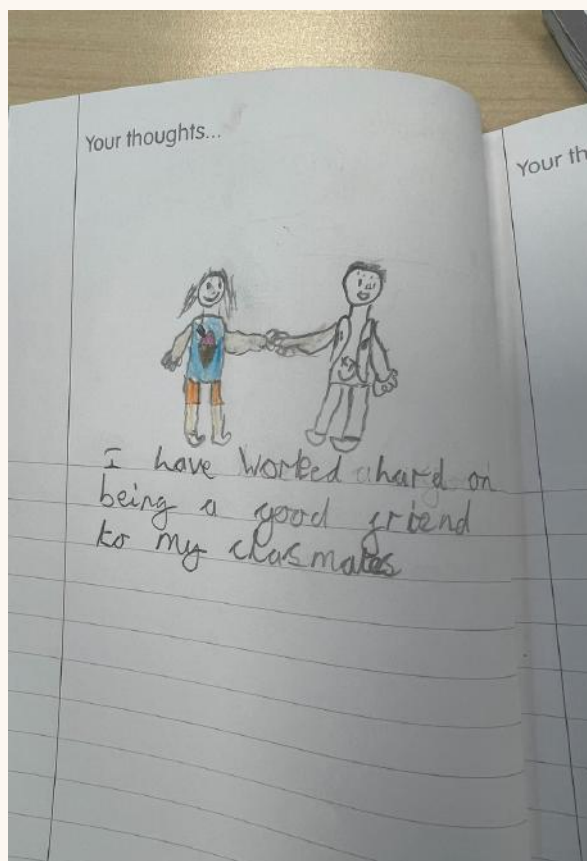
of schools have launched the Parent App.



1,111

families have downloaded the Parent App.

Parent Feedback



"It's great that my child has been able to understand why she feels different emotions at times and that it's ok to do so."



Parent

Slaithwaite Church of England Voluntary
Controlled Junior and Infant School

Parent Feedback

"I was so happy when my son came home the first day after doing a myHappymind lesson. He told me all about the brain and the significance of the different parts of the brain. He tells me about breathing techniques, which I think is fantastic as I have only learnt about the impact of effective breathing now as an adult! The myHappymind App is also very good - I am specifically enjoying the podcast, which is very informative. I also like the home activities - these are a great idea!"



Parent

Field Lane Junior Infant and Nursery School



Parent Feedback

“I just thought I would send you this conversation between my Mum and my daughter, aged 9, at pick-up time recently:

Child: Gran, do you know what the Amygdala is?

Gran: No, I don't think I do.

Child: Well, the brain has three parts and the Amygdala is the middle bit, it helps with all our emotions and memories.

Gran: Where have you learnt all this?

Child: We do it in myHappymind at school, it helps if we are feeling sad or worried.

Gran: Well, we never did aught like that in school, that's really great!”



Parent

St Mary's Catholic Primary Academy

Parent Feedback



“We use myHappymind regularly at home to support my daughter’s emotional well-being as she approaches changes in her body. She has gained a better understanding of how the brain works and methods of regulation to support her through difficult or stressful feelings. myHappymind has had a positive effect on her overall well-being.”



Parent

St Mary's Catholic Primary Academy

Parent Feedback

“We use Finger Breathing and other Happy Breathing exercises lots at home. It really helped my oldest son to calm down when he was doing his SATs. My other son in Year 3 said he uses it before his spelling tests so he can have a clear mind.”



Parent

Slaithwaite Church of England Voluntary
Controlled Junior and Infant School



Parent Feedback

“Recently, when I was feeling a little bit stressed about general mum life, my 6-year-old son told me, 'Do some Happy Breathing, Mummy.' His ability to recognise signs of someone getting a bit flustered, and having an understanding of how to help the reaction not only totally impressed me but also intrigued me. Both he and my older son then proceeded to explain, using scientific terminology, about what was happening in my brain to make me feel like I was. This has been the result of their school using myHappymind.

The myHappymind App has been fantastic! Not just for understanding what the children are learning at school, but it has great resources and activities on there that my children enjoy turning to, whether it is for fun, or to choose tools to help them with their emotional well-being. They access the Kid's Zone and play games, listen to music, or download activities in the At Home Activities section. Their favourites are listening to the breathing audio clips and the Wheel of Gratitude, which we complete as a family.

Using the videos and podcasts on the App, I have personally learnt ways to help not only my children with their mental health and well-being but also myself with my own. Having an understanding of how the brain works fundamentally provides a basis for where our emotions originate from, which helps us understand why we react as we do, and what we can do to help regulate them. It has been a great resource for our whole family.”



Parent

Birkenshaw Church of England Voluntary
Controlled Primary School

Parent Feedback

“My son uses his combined knowledge of ‘Zones of Regulation’ and myHappymind at home. He has made his own calm area to practice Happy Breathing. He said “When you're angry you can enter the Zones of Regulation tent and calm down by Happy Breathing. You can breathe in for 3 seconds and out for 4 seconds. You can use a hot water bottle, and play with some fidget toys, it's like a stress reliever. The ones at school, you can colour or play with a stress ball.”



Parent

St Patrick's Catholic Primary Academy



Governor Feedback

“myHappymind has had a great impact on the children in school so far. They love learning about how their brain works, their different Character Strengths, and the Importance of appreciating things that they have in life. The children have incorporated Happy Breathing into their day-to-day lives and regularly use the different breathing techniques when they are feeling overwhelmed, anxious or angry.

Children and staff speak very positively of the programme. The songs are catchy - children always ask if they can sing them. The programme teaches the children important transferable skills that they need when faced with the ups and downs of life. The benefits of the programme, which is delivered weekly, using the same language and building on the same principles, are already having a positive impact on children's resilience and well-being.

It has been particularly valuable for those children showing signs of anxiety in school and also in supporting staff well-being. The staff and children are fully invested in myHappymind and it is wonderful to see the science and the messages are instinctively and routinely applied on a day-to-day basis. ”



Governor

Birkenshaw Church of England Voluntary
Controlled Primary School

Governor Feedback

“Since the children started the myHappymind programme, it is interesting to hear how their own understanding of the workings of their brain has improved. The Year 1 class in school are able to talk about the different parts of their brain, accurately using scientific labels, and I feel as though this gives them a greater sense of agency when it comes to their own decision-making.

They know that their minds are their own and that they are more responsible for their actions. They know steps that they can take to help stay calm in uncomfortable situations and have a better understanding of how to relate with one another. Overall, I feel that it has had a positive impact on their well-being as a result, as they know they have a degree of control over it.”

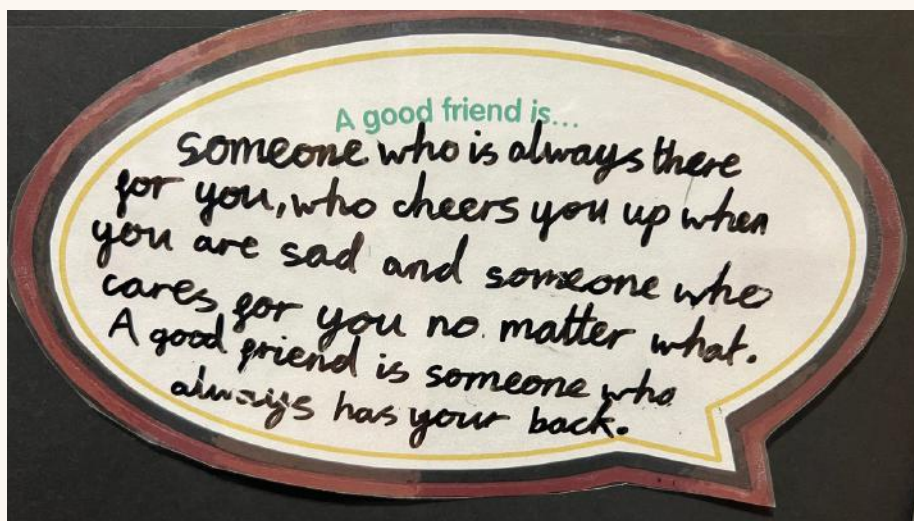


Governor

Crowlees Church of England Voluntary Controlled
Junior and Infant School



Governor Feedback



"I think myHappymind is important to the school and children as it gives both staff and children the opportunity to focus on their mental well-being and brings the importance of looking after each other's mental health to the forefront."

"The school is very much focused on working together in learning and myHappymind helps develop this togetherness. It also gives the children the opportunity to reflect on their own behaviour and stress factors and recognise when they need to focus on their minds - encouraging a calmer approach to learning and relationships in and around school."

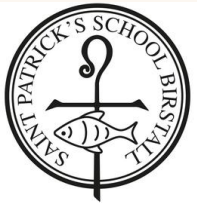


Governor

St Mary's Catholic Primary Academy

Governor Feedback

“The myHappymind programme has recently been introduced throughout the school and already is having a positive impact on the well-being of our pupils, from the youngest to the oldest. The children are openly speaking about their well-being and what supports them in achieving this as a result of the lessons and activities. This programme leads to honest investigation and freedom to discuss well-being and what is important to the pupils at an age-appropriate level and is forming an integral part of the school's curriculum.”



Governor

St Patrick's Catholic Primary Academy



Pupil Voice

St Mary's Catholic Primary Academy



“The Happy Breathing helps me every day. It helps me to calm down before I come into school.”

“Because I know how my brain works it helps”



Pupils

St Mary's Catholic Primary Academy

Pupil Voice

Thornhill Junior and Infant School

"It made me think more about gratitude."

"I liked how it made me realise I need to be kinder."

"It made me happy to learn about the Attitude of Gratitude."

"It was so clear how to show gratitude."

"It made me include people more if they were sad."



Pupils

Thornhill Junior and Infant School



Pupil Voice

Crowlees Church of England Voluntary Controlled Junior and Infant School

“What I love about myHappymind is the Wheel of Gratitude, because when you spin it you don't know what you're going to land on. For example, if you land on 'Experiences' you could talk about a holiday. You're just releasing Dopamine and it makes you feel happy!”

“I used my Love and Kindness strength in the playground - I let someone play with us because she was lonely.”

“I enjoy doing Happy Breathing after a long day at school.”

“I am grateful that I have the Creativity strength because it helped me when I was making a story. This made me feel proud.”

“I have worked hard on being a good friend to my classmates.”

“What I love about myHappymind is writing in our journals because we can write our thoughts and feelings down as we're learning about the brain.”



Pupils

Crowlees Church of England Voluntary
Controlled Junior and Infant School

Pupil Voice

St Paulinus Catholic Primary Academy

"I'm really happy you created myHappymind, it has really helped with my mental health and got me much happier. Thank you so much. I'm so excited to learn our next lesson. You did a good job!"



Pupil

St Paulinus Catholic Primary Academy



Pupil Voice

Meltham CofE VC Primary School



"I enjoyed learning about Neural Pathways and the benefit of learning something over and over."



Pupil

Meltham CofE VC Primary School

Pupil Voice



“Happy Breathing helps me when I get into situations at break and lunchtimes.”

“I feel like it empties my brain of all the worries.”

Pupils

Bywell Church of England Voluntary
Controlled Junior School



“I enjoyed the Celebrate module because it helped me see how often our Character Strengths come into our lives - they really are our life.”

Pupil, Year 5

Gomersal St Mary's CE Primary School



“I've learnt that 'appreciate' means you're happy about something. You thank people.”

“I've learnt that gratitude is not just about saying 'thank you'.”

Pupils

Windmill CofE (VC) Primary School

Pupil Voice

Mount Pleasant Primary School

"I liked learning about gratitude and how to be grateful."

"I liked learning about being grateful for people and my experiences."

"I really liked doing Relate because I liked learning how I am different to my friends."

"I liked the module when we were writing about things we are supposed to Stop, Understand and Consider."

"I really liked the Relate module because we got to draw in our journals and write about family and friends and anyone we relate to."



Pupils

Mount Pleasant Primary School



Pupil Voice

Hopton Primary School




“myHappymind encourages us to be our best selves.”




Pupils
Hopton Primary School




Thanks for your time





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


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