



Soho Parish School

Mental health and well – being



Mayowa Akinloye – Deputy Head/Inclusion
Hannah Peaty- Teacher/Mindfulness Teacher
Rosie Malton- Reception Teacher/PSHE Lead



Soho Parish School

- * Small village school situated in the heart of London
- * Our pupils develop a growth mind set and resilience alongside respect for themselves and others.
- * Schools play a vital role in promoting positive mental health. Needs to come from the top
- * Well-being and mental health on our SIP
- * We want to be preventative and not reactive
- * We want to equip children with the tools to manage stress and uncomfortable feelings





What we have on offer

- * Learning mentor
- * Sensory room
- * Green space
- * 2 qualified ELSA's (Emotional Literacy Support Assistants)
- * Family therapist (1/2 a day)
- * Updated PSHE curriculum
- * Universal training from Educational Psychologist
- * Mindfulness lessons/mindfulness lunch time club
- * Range of play activities during lunch
- * School council
- * Young sports leaders
- * Staff 'well-being' day







How?



Invite a mindfulness teacher in to teach a 6-12 week mindfulness course to your students

A member of staff goes on an 8 week course (MBSR or MBCT)

Continued daily meditation practice for 6 months

Attend a mindfulness 3 day teacher training course

Teach the mindfulness programme in your school and continue weekly sessions



Mindfulness at Soho Parish

Current provision:

- 30 minute weekly sessions with each KS1 and KS2 class
- Home practice folders for KS2
- Lunchtime drop in club for KS2 twice a week
- After school teacher drop in session once a week
- Healthy minds week to include a mindfulness focus
- Parent taster sessions

Long term plan- to be able to offer 8 week mindfulness courses to parents, teachers and the local community.



KS2 feedback

‘It relaxes me, makes me calm and kinder’

‘Mindfulness is good because it calms you down even if you are upset. It helps you choose the right decisions and helps you be your best’

‘I liked the body scan practice because it really helped you to be with yourself a bit more’

‘I use them every day- they have helped me in every way because when I have an argument with my friends I always calm down’

‘I have noticed that now I let my worries go’

‘When I was not doing mindfulness I would deal with difficulty with anger but when I do mindfulness I’ve dealt with difficulty calmly’

‘It has helped me to stay calm by changing my bad mood into a happy mood which helps me to engage more in lessons, which makes a happy class making the right choices’

‘It helps me when I find a question hard in lessons’

‘It has helped me because when I do it in the morning it helps me to have a positive day ahead- I have noticed that I am a lot more positive and I think about my body more’



Restorative Practises at Soho Parish

“Restorative Approaches are a framework of methods that contribute towards the building, maintaining and repairing of a community.”

There is a focus on:

- Creating **supportive communities** in classrooms
- **Intrinsic** rather than extrinsic motivations
- Relationships – and the importance of maintaining **positive relationships** with the people in your community (e.g. your classroom, your school)
- **Conflict – Resolution** through discussion



What does these mean for children and Staff mental health at Soho Parish?

- It gives children the skills and opportunities to express their emotions, needs and feelings with others in a non-judgmental arena
- Over time it builds positive, open and trusting relationships between child and child and child and adult
- It fosters in children a strong sense of belonging and purpose
- It gives children the tools to self regulate and to be more self aware and independent
- It actively avoids breeding negative emotions such as embarrassment, shame, guilt and anger



Healthy Minds week

May 2019

Ideas

- * Invite outside mental health agencies such as 'Mind' or 'Young Minds' to lead an assembly and do workshops with each class
- * Activity resources for each class to explore over the week
- * Emphasis on different curriculum areas which support well being such as singing, exercise, art and craft
- * Drop everything and pause- Mindful moments to stop and notice how you are throughout the day
- * 1 minute of mindful eating during lunch sittings
- * 'Commit to sit' fundraiser for a mental health charity
- * Daily reflections and gratitude
- * After school parent and children drop in guided meditation in our Breathing Space room

What we took away from training

- * Developing a team and training more staff
- * Understanding everyone's frame of reference
- * Knowing where to direct children and families further
- * Having a clear understanding of symptoms
- * Having more conversations with children and parents about mental health
- * The importance of well-being for **staff**

