
WELLBEING

IN SCHOOL



WHAT IS WELLBEING?

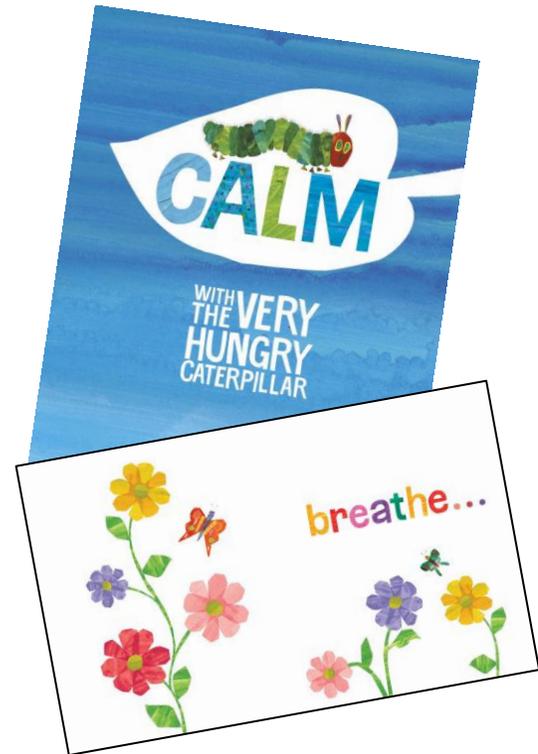
- Oxford Dictionary Definition - “the state of being comfortable, healthy, or happy.”
- New Economics Foundation - “Wellbeing can be understood as how people feel and how they function, both on a personal and a social level, and how they evaluate their lives as a whole.”



Modern living – Technology 24/7
Indoor/car lifestyles
Covid 19 – reduced socializing
- reduced physical contact

WHAT ARE WE DOING ABOUT IT?

- Designated spaces inside and outdoors – Calm Space, Reading Den, Quiet Pod
- Calm Toolkit – across whole school
- Introduced focus days – Wellbeing Wednesday
 - Cosmic Yoga – variety of longer stories, and shorter ‘game’ style tasks
 - Singing
 - Time outdoors in the forest
 - Visualization – promoting imagination or calm/happy places
 - PSED Circle Games
 - Emotional Literacy themed books e.g. The Colour Monster, Calm by Eric Carle
 - Peer Massage





WHAT IS PEER MASSAGE?

The clothed massage is:

- For children 3-12 years old
- Given by the children, to each other
- Restricted to the back, head, arms and hands
- Given and received with the child's permission
- 10-15 minutes
- <http://peacefulhands.org> (Massage in schools programme)

THE SCIENCE BEHIND IT - PHYSIOLOGICAL AND NEUROLOGICAL

- Touch is a proprioceptive sense meaning that it gives us a sense of our own body.
- Touch is our first sense to develop and most likely the last to go.
- Human-to-human contact has a calming effect on behaviour
- Oxytocin has been called the bonding hormone, the love hormone, the moral molecule, and is associated with relaxation and collaboration. It is secreted by the pituitary gland and when it floods the blood stream it is like a relaxing sigh. A very good way to increase levels of oxytocin is to give or receive nurturing touch.

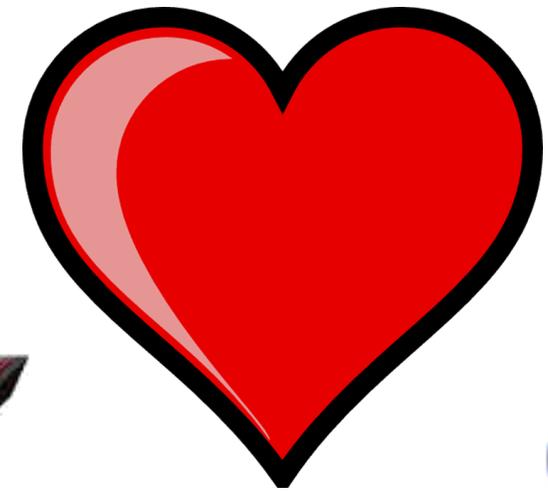
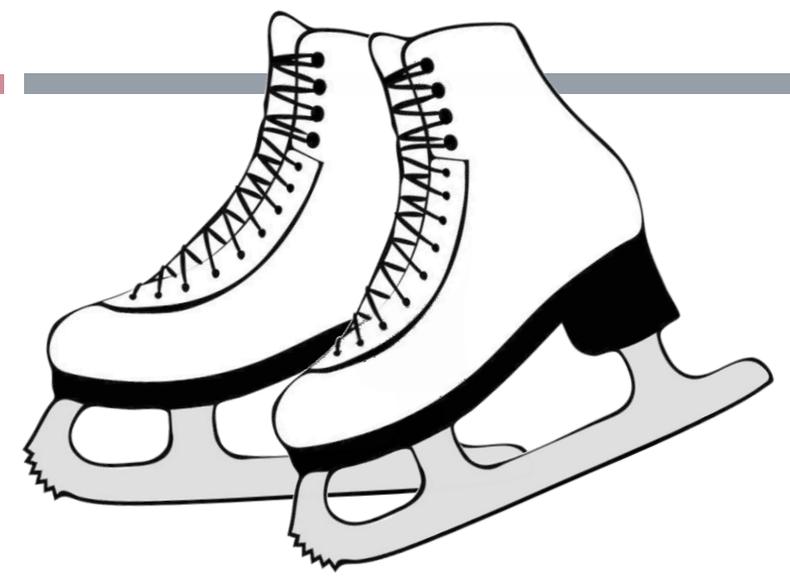
JOSEPH CHILTON PEARCE (AMERICAN AUTHOR – CHILD DEVELOPMENT)

“When people touch each other in simple gestures of friendliness, the electro-magnetic fields produced by their brains go into synchronous coherence with the electro-magnetic fields of their hearts. The overlapping of two such coherent fields strengthens the coherent orderliness of both persons’ heart-brain systems, moving them towards a unity of mind, heart, and body integral to learning and creativity, and is the very fabric of social bonding.”

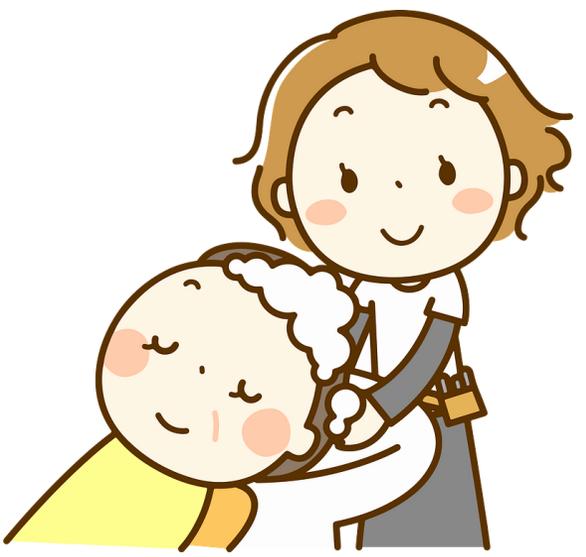
Peer Massage

Ask
Permission

Check
in

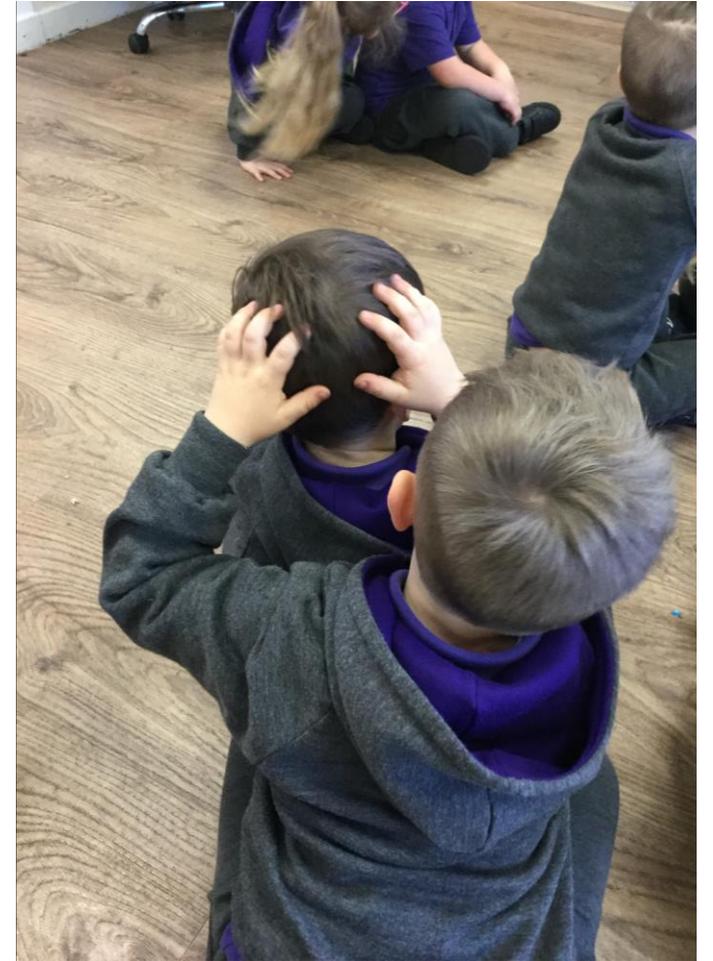


Thank
you





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BENEFITS OF PEER MASSAGE

- Promotes positive and respectful touch – re-enforces personal space
- Enables children to experience a calming atmosphere
- Multi sensory experience (sound, sight, touch and potential for smell with essential oils/scented candles)
- Development of motor skills, gross and fine
- Relaxing for body and mind
- Promotes a sense of belonging, connectedness with their peers, their class
- Links with collaboration, listening and empathy learning powers
- It's fun and has a positive effect on our wellbeing.

IDEAS FOR KS1 & KS2

- Schedule in time each week – Instead of Golden time? After lunch? and stick to it.
 - *Although it will take up some time away from the curriculum subjects , you should see the benefits of calmer and more concentration from pupils after wellbeing time.*
- Brain breaks – Choose some energetic activities, but then finish with a calming one or two
- Peer Massage – Can be done in pairs or trios. Start off with a few moves and build up repertoire
- Timetable wellbeing forest slot – 15 minutes+ Start and finish at ‘basecamp.’ Gives the opportunity for finishing with a calming activity and co-regulating again.
- Creativity – sometimes just enabling some freedom to draw/doodle etc (but ipads!)

- Creativity

- Relaxation

- Concentration, and

- Positivity

SCOPE



THE LEUVEN SCALE FOR WELL-BEING (EARLY YEARS TOOL)

Level	Well-being	Signals
1	Extremely low	The child clearly shows signs of discomfort such as crying or screaming. They may look dejected, sad, frightened or angry. The child does not respond to the environment, avoids contact and is withdrawn. The child may behave aggressively, hurting him/ herself or others.
2	Low	The posture, facial expression and actions indicate that the child does not feel at ease. However, the signals are less explicit than under level 1 or the sense of discomfort is not expressed the whole time.
3	Moderate	The child has a neutral posture. Facial expression and posture show little or no emotion. There are no signs indicating sadness or pleasure, comfort or discomfort.
4	High	The child shows obvious signs of satisfaction (as listed under level 5). However, these signals are not constantly present with the same intensity.
5	Extremely high	The child looks happy and cheerful, smiles, cries out with pleasure. They may be lively and full of energy. Actions can be spontaneous and expressive. The child may talk to him/herself, play with sounds, hum, sing. The child appears relaxed and does not show any signs of stress or tension. He/she is open and accessible to the environment. The child expressed self-confidence and self-assurance.