

SAMPLE PACK



Happy Classrooms

Practical guidance for primary schools

To enhance the emotional health and wellbeing of pupils and teachers in the primary classroom

If you would like to order the full copy of this scheme of work, please email healthandwellbeing@islington.gov.uk

Introduction

The foundation of a successful classroom is high quality teaching and learning supported through effective behaviour management strategies, both in individual classes and the whole school. This is acknowledged through Ofsted inspections with reference to teachers and other adults creating a positive climate for learning, seating and group arrangements fostering good relations and the extent to which leaders have created a positive ethos in the school (for more detail on Happy Classrooms and Ofsted (see Appendix 7)

The ideas given here can be used alongside effective teaching and learning to enhance children and teachers' emotional health and wellbeing and support happiness in individual classrooms.

The Happy Classrooms guidance has been organised into 3 sections:

- daily routines
- weekly activities
- classroom environment

There are also appendices, giving details on structures for different circle games and planning formats for circle time.

For schools that want to implement a whole school approach to Happy Classrooms, there are examples of actions plans, measuring tools and evaluative questionnaires for teachers. A strategic approach can lead to profound behaviour change – tools found in this section can help schools to evaluate the difference made to teachers and pupils over a period of time and then to assess the impact on pupils' emotional health and wellbeing.

Daily routines

A positive start to the day

- design your own personal invite to ask your class group to enter the classroom...
'Good morning, troops/tigers/team/gentry... please come in'
- smile and say hello to all/some pupils by name and ask how they are
- *Hi 5* or *thumbs up* to each pupil as walk in
- sing a class song each morning, for example:
T: Good Morning everybody how are you?
Good morning everybody how are you?
P: We're happy everyday and we'd like to stay that way
All: Good morning everybody, how are you?
(To the tune of 'If you're happy and you know it')
- take the register in different ways - use different languages (including those spoken in the class) whisper, ask pupils to say how they are feeling by using a feelings fan or do the American army call register:
T: "Hello Frankie, are you here?"
P: "Yes, Ms Adams, I am here!"
(Pupils must respond in loud and confident voices)
- set the class an early morning activity as soon as pupils enter the room, for example: maths quickies (mental maths), cutting out pictures, spelling journals or look, cover, write, check or any of the individual activities listed below (activities should last about 10 minutes)
- sharing a class breakfast snack (such as Magic Breakfast bagels or a piece of fruit)
- start the day with a story

Getting ready to learn

These activities can be used between lessons or during transitions throughout the day and can also be used to calm and settle pupils after play time or lunchtime. Consider taking '**brain breaks**' (for 2 - 5 minutes) during lessons, especially during the afternoon or when pupils seem to be lacking in energy.

- brain gym activity – such as 'cross crawls'
- circle game (see appendix 1 for examples)
- word games:
 - anagram
 - jumbled letters - pupils make the correct word
 - hangman
 - dictionary puzzle – *'this word begins with an o and divides continents'*
 - dictionary search – *'find 5 vegetables that begin with C?'*
 - alphabet game - *'the letter of the day is...'* Give categories, such as car, name, country, British city, plant, job, name - teams or individuals must think of something beginning with that letter
- mental maths games
- making lists:
 - things I would need – *'what would you need to go to the moon?'*
 - countries, animals, fruit – *'who can make the longest list?'*

Circle games

Circle games are invaluable in the primary classroom. They can be used to refocus a fussy class, invigorate a sleepy class, calm an over-stimulated class and organise pupils into working groups. By playing circle games pupils can practise positive communication skills. Circle games reinforce a climate of trust, friendship and fun.

When teaching PSHE education and citizenship lessons, class teachers often like to begin with a circle game.

Below are a selection of circle games taken from various resources and collected over many years...some will become your favourites and your children's favourites.

Affirm special names

Each child says their special name in turn. Special names can be decided at the beginning of the year and can be positive alliterative names, *Amazing Angela* or *Happy Helen*.

To develop self esteem

Alphabet

A child calls out 'a' and the person on their left calls out 'b' and so on around the circle. The facilitator calls out two letters that must change places or says a word and the letters used in that word must swap seats. If 'alphabet' is called, all students must change places.

A mixing up game

Bananas in pyjamas

A child is chosen to stand in the middle of the circle and shuts their eyes or wears a blind fold. Another child is chosen to say 'bananas in pyjamas'. The child in the middle has to guess who it was.

To develop listening and awareness of who is in the class

Birthday month

If your birthday is instand up, change seats (across the circle)

A mixing up game

Breakfast

Go round the circle with everyone saying what they had for breakfast. Someone is then chosen to go into the middle and ask 'what did I have for breakfast?' The first person to correctly remember then has a chance to go into the middle and so on.

A memory game

Bugs Bunny

Everyone in the circle claps to a rhythm. One person calls a name and that person has to put both their hands up by their ears. The person on the right must put their hand left hand to their ear and the person on the left must put their right hand to their ear. The last one to do their action has a go at calling someone's name out.

A fun game to get everyone concentrating

Theme:

Year group:

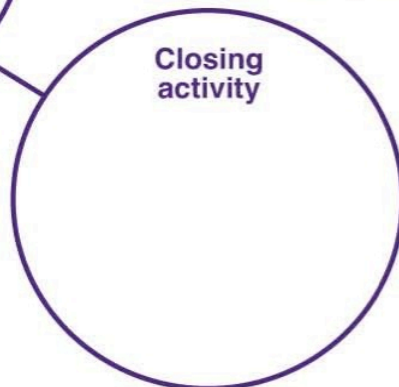
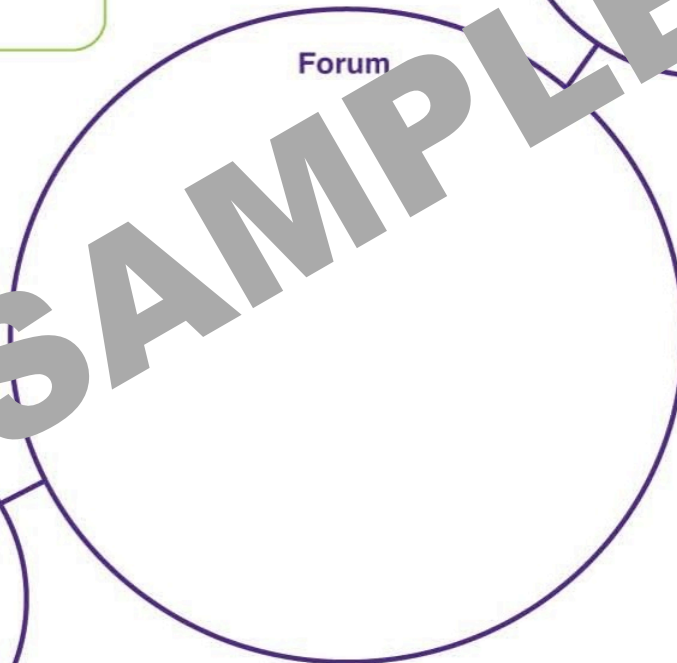
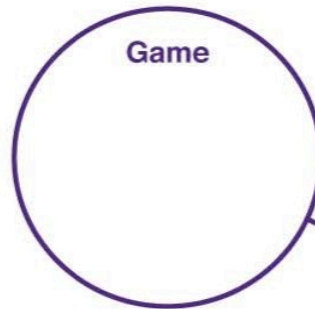
Date:

Circle meeting:

Remind pupils
of the circle
time rules

Why is this an issue?

Learning intentions



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How is this plan reflected in your school improvement plan?

One of our key development points is to improve attendance and punctuality

Health Priority 1: <ul style="list-style-type: none"> • Reducing childhood obesity • Improving oral health • Teenage pregnancy prevention • Smoking cessation • Improving mental health • Reducing substance and alcohol misuse • Increasing childhood immunisations 		Briefly describe why you have chosen this priority: <ul style="list-style-type: none"> • Number of pupils arriving late to school is increasing • Teachers report there is little time to reflect on the school day with pupils, the end of the school day is rushed and can feel unorganised • Attendance of some pupils is poor 			
	Outcomes or success criteria What difference do you hope to make?	Success indicators Changes you will see before you reach the final outcome, could be knowledge, understanding, attitudes, skills or behaviours	Activities (including evaluation processes and monitoring)	Timescale	Lead
For pupils more at risk	Improvement in punctuality and attendance of target pupils <i>Details here for each class about numbers in a week? Half term? And targets for reduction</i>	<ul style="list-style-type: none"> • Pupils report arriving at school feeling more ready to learn 	<ul style="list-style-type: none"> • Track pupils in each class responses tracked • Activities as above • Target pupils to attend breakfast club • Responsibilities (class jobs) for first thing in the morning given to target pupils • Mini goal and reward system for individuals arriving on time, for example, marbles in a jar 		



Appendix E

Measuring tools

Tools to support teachers to measure the impact of strategies trialled in their classroom

Measuring Tool 2

Give out the paper strips below, one to each pupil. Collect them in and count the scores:

- before you begin the project
- after the first week
- when the project is fully embedded in practice.

How much did you enjoy today?									
(1 = low, 10 = high)									
1	2	3	4	5	6	7	8	9	10

Alternatively, give each pupil a copy of the chart below, to complete everyday over the course of the project. Pupils mark the day out of 10.

Name:		Class:		
How much did you enjoy today? (1 = low, 10 = high)				
Monday	Tuesday	Wednesday	Thursday	Friday

Write the scores on the board (as above), ask for a show of hands, how much did you enjoy your day today? Count the number of hands up for each score (1 = low, 10 = high)

Ask pupils to show on their fingers how much they enjoyed their day, count the number of pupils showing the different scores (1 = low, 10 = high).