



LINWOOD SCHOOL

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*If pupils are given the adequate tools and techniques through practicing mindfulness and breathing techniques, can they begin to regulate their own emotions when they become anxious?*

### CONTEXT

- To work with a range of classes across both the Linwood and Springwood Campus delivering a block of three/four sessions of mindfulness.
- I wanted to give children the necessary tools to self regulate their emotions in order to improve their mental well being and to enable them to reach their full academic potential



### PLAN

- Send email to teaching staff in Springwood and Linwood inviting teachers to give their class the opportunity to partake in a series of mindfulness sessions.
- To encourage staff to sit in all sessions with the future plan of continuing delivering mindfulness lessons once the block of sessions had come to an end.



### DO

- Plan and deliver a series of mindfulness sessions according to the needs, age and ability of each class.
- Invite feedback from the children how they feel after each session.
- Discuss when they could put techniques they have learnt into practice as to self regulate and manage their own emotions more appropriately.



### REVIEW

- Feedback from the children, teachers and support staff was very positive
- Teachers felt confident to continue the sessions themselves.
- Children seemed happier and more equipped to manage their own emotions in stressful situations,

### What the children said following sessions of mindfulness

I feel much calmer and refreshed. I now do this at home when my brother annoys me.



I often get quite stressed both at home and at school. I really enjoyed having this quiet time to give my brain a rest. I feel I can now think better and can get on with my work much easier.



Lots of things make me angry, but after a session a mindfulness I feel much more relaxed and refreshed and things don't seem so bad after all.

