

Improving pupil wellbeing: Three years of teaching .b at lunch- times and in registration

Mindfulness was pretty unheard of when I decided to train to teach with MiSP, so I paid for the course myself.

Having personal experience of the effectiveness of mindfulness was key, helping me lay out how it could help fellow staff and students at the Gryphon to our management.

As you can imagine, some staff were reluctant to embrace mindfulness to begin with. Mindfulness isn't for everyone, but I was able to bring some of them round by running an introduction to mindfulness as an inset for all staff, then running the first .b course with staff as well. That gave some of the staff first hand experience of the impact mindfulness can have, and gave me a chance to practise before I started to teach the students.

Those first members of staff to take the course then became ambassadors for mindfulness at the Gryphon, proactively sharing their experience with colleagues.

The other challenge I faced was making time to teach mindfulness outside class time. I found that using lunchtimes and registration times enabled me to reach a large number of students.

I really enjoy seeing the benefit the students get from learning mindfulness. One told me how he used a 7/11 to calm down before going on stage, another how he uses .b to cope when panicking in a classroom. Once a parent caught me at the end of a parents' evening and told me the mindfulness course had transformed her daughter's life.

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Over time greater interest has developed among the senior management at the school. It helped having two deputy heads come on the staff course, and they have seen the impact on the students as more have taken the course. It is now part of our culture and next term I start a new role as Mindfulness Facilitator, working with students and staff to build resilience at The Gryphon.



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