



<p><b>Description of what happened?</b></p>	<p>The whole staff were asked to engage with the Do-BeMindful Resilience-based Recovery Programme during lockdown due to COVID-19. The 7 weekly modules were completed online individually.</p>
<p><b>Feelings</b> What were you thinking and feeling?</p>	<p>Staff reported a range of feelings before engaging with the training. These ranged from anxious, cynical, disinterested and sceptical but as a school we have created a culture of ourselves being lifelong learners. After having a whole staff "Time to Talk" session all staff embarked on the programme with an open mind. We added the training to the Professional Learning offer for the Spring term to demonstrate there was a commitment to engage with the training during lockdown.</p>
<p><b>Evaluation</b> What was good and bad about the experience?</p>	<p><b>Good;</b> The most documented positive feature during reflection was the depth of scientific and theoretical knowledge that was beneficial in learning new information and understanding the science that underpins Mindfulness. Staff commented on high levels of interest in this information as learners themselves, but also it heightened their engagement as they could see the reasons for practising mindfulness and the benefits of this practise. Ultimately we felt it would benefit the children we teach.</p> <p>Most staff made reference to "having five minutes to myself" in an often frantic day with work and families. Commonly made comments included, "I didn't realise how much my mind wanders," "It was great to switch off, try to relax and be calm for 5 minutes". This realisation was positive for individuals and raised awareness of personal needs for a regular personal Mindfulness practice. Staff commented on the benefit of having the time between each model to try to embed the mindful practice into each day and to reflect or revisit the information presented.</p> <p>The mixture of video, audio and reading approaches were a positive experience to appeal to different learning styles that we have as learners. As a school we have worked extensively on ACE and THRIVE training and practice and staff were reassured that the links were made with these areas.</p> <p><b>Not so good;</b> Most of the staff reflected that twice a day was not achievable or sustainable with young children or teenagers, others felt distracted with noises around the house and interruptions. In school staff felt there was always something else they should be doing instead.</p>
<p><b>Analysis</b> What sense can you make out of the work?</p>	<p>Many staff reflected that the mindful actions section had a greater impact on their ability to engage and it is these actions that have been sustained, One staff member has continued to use the analogy of feeding the wrong wolf which has been powerful in her daily practise.</p> <p>We learnt that mindfulness builds concentration and as adults many staff have reflected personally but can also see the benefits of this for the children in their classes.</p> <p>We learnt that it takes time for anything to become a habit and most staff reflected that being more resilient would support their mindfulness practise and being more resilient generally will improve outcomes in other areas.</p>
<p><b>Conclusion</b> What did you learn? What else could you have done ?</p>	<p>Reflection highlighted that planning the time to practise formal mindfulness is important in order to avoid noise, interruptions and distractions.</p> <p>Staff have noted the importance of having quiet time, to reflect on each day and have a break from our busy minds. This may look different for each person but we have all realised the importance of this time. As a school we have very much built reflection into our daily practise in terms of meetings, classroom practice and even personal interactions. One staff member is working at being more present in daily conversations.</p>
<p><b>Action Plan</b></p>	<p>Staff will engage in the resilience training modules</p> <p>SLT will make links with the Do-BeMindful Initiative and the Curriculum for Wales.</p> <p>On an individual level staff have committed to various activities to support mindfulness practice and emotional wellbeing.</p> <p>These include;</p> <ul style="list-style-type: none"> <li>• Finding 3 things good in every day</li> <li>• Keeping a gratitude diary</li> <li>• Being more resilient when practising mindfulness</li> <li>• Setting a time within their day to practise Mindfulness</li> <li>• The most common and sustainable activity that has been committed to is an informal practise of mindfulness such as brushing teeth in a mindful way or drinking a cup of tea.</li> </ul>

