

# Do-BeMindful Programme Case Study: St Serf's Primary School, Fife, Scotland

## School Aims

- By June 2018, 85% of children within each SIMD will be progressing within CfE second level numeracy and literacy.
- By June 2018, 95% of pupils will be consistently making positive choices and experiencing a positive school day.

## Rationale

Class Teacher decided to pilot the [Do-BeMindful Explorers Programme](#) and evaluate whether the introduction of mindfulness into her classroom impacted on pupil behaviour and learning. She was particularly interested in seeing how mindfulness might impact on children who were consistently making poor choices and whose behaviour was resulting in negative school days.

## How will we know changes observed reflect positive improvements?

- % of pupils progressing within CfE second level literacy & numeracy
- % of pupils making positive choices and having an overall positive school day
- Pupils self-assess emotions
- Keep track of mindful exercises and lessons delivered to
- Engagement of targeted pupils

## Results

- Pupils ability to articulate and explain emotions has improved
- % of pupils making positive choices at school increased
- Parental engagement with programme was positive
- Targeted class to continue work with the programme and programme now being rolled out and taught to other classes
- Staff confidence in Mindfulness strategies has increased
- Staff who undertook [Do-BeMindful Foundation programme](#) for themselves felt benefits physically & mentally and feel that it equips them with a new set of skills.

## Key Insights

Following the introduction of the [Do-BeMindful Initiative](#):

- ✓ 84.2% of children 'strongly agreed'/'agreed' with the statement 'I am happy' (baseline pre assessment 73.6%).
- ✓ 52.6% of children 'strongly agreed'/'agreed' with the statement 'It is easy for me to relax' (baseline pre assessment 31.5%).
- ✓ 57.9% of children reported they slept well in the post evaluation (baseline pre assessment 42.1%).
- ✓ More children (47.3%) identified with the statement 'I am stressed' (baseline pre assessment 26.3%).
- ✓ The majority (89.5%) of children 'strongly agreed'/'agreed' that they had supports they could use to deal with difficult emotions compared to only 63.1% of children at the pre assessment.
- ✓ 68.4% of children reported feeling better connected to people (baseline pre assessment 31.5%).
- ✓ 63.1% of children felt they could talk about their feelings and emotions (baseline pre assessment 15.7%).
- ✓ 84.2% of children reported 'I feel good about myself' (baseline pre assessment 68.4%).

## Positive Impacts of Do-BeMindful Initiative

