



CASE STUDY:

Cunningham Hill School

CHS used the Happy Confident Company's **FEELIT** programme to introduce children gradually to a set of new feelings across each school year through engaging activities with direct links to the academic curriculum.

The programme helped develop a common language across the school, while strengthening the school's wellbeing strategy. Both registration periods during the school day at CHS provide a safe space for the class to connect, reconnect, reflect and, if needed, decompress. According to Wellbeing Lead and Assistant Head, Cat Shennan, using this time to instil mental health or wellbeing check-ins proved a success and was proved to be the quickest, and most effective way to roll out positive change across the whole school.

FEELINGS CHECK IN

Arriving at school each day provides an opportunity to reset, and prepare for the day ahead.

By providing a FEELIT check-in at registration, teachers could identify issues that needed addressing. Check-ins were carried out in many ways, from discreet thumbs up or thumbs down from pupils on entry or roll call, to a more organised daily plotting of their feelings on the FEELIT Mapper.

Some teachers trialed a second check-in at afternoon registration, which helped CHS teaching staff take an umbrella view of the children's feelings and identify and address any changes or issues that may have arisen across the day.

REFLECT & DECOMPRESS

Having successfully tested the benefits of daily journaling for two terms, CHS continued to rollout journaling for children aged 7-11 years..

Making journaling central to the school day, delivered huge improvements in both behaviour and communication from pupils who were using the journal in the trial. It was noted by all participating class teachers, that these pupils had begun to better self-regulate, process and express their emotions.

Not only did the pupils benefit, but the teachers were able to quicker identify pupils experiencing challenges, even though they might not have expressed them. This enabled earlier intervention when needed.

CURRICULAR LINKS

Whether building, adopting, or buying a programme to deliver a mental health and wellbeing strategy, it's essential to consider how the programme links into the existing curriculum.

A good programme wraps into all core subjects with ease. CHS saw how easily the FEELIT programme did just this, asserting that it added huge value to the overall philosophy of the school.

The FEELIT programme allowed mental health and wellbeing to be perfectly integrated into PHSE, English, History, Art & Drama. The programme is designed to upskill pupil's emotional literacy to build both empathy and compassion, creating a safer, more open culture.

Exploring characters in history or current affairs; assessing the conveyance of mood and emotions in abstract art; helping children develop their written skills fostering a much richer education, with wellbeing at its heart.

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We have been journaling using the daily journal and the life skill journal in school for five months now, Five minutes each day has helped to boost confidence, develop emotional literacy and give us the ability to pause and focus on the positive.

Cat Shennan
Y6 teacher &
Mental Health Lead

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CLINICIAN
APPROVED

TEACHER
ENDORSED

LOVED BY
CHILDREN

the
Happy
Confident
company