Happy Classrooms

Practical guidance for primary schools

To enhance the emotional health and wellbeing of pupils and teachers in the primary classroom
## Contents

- **Introduction**  
- **Daily routines**  
  - A positive start to the day  
  - Getting ready to learn  
  - Giving pupils responsibilities  
  - Getting pupils attention and giving instructions  
  - Rewarding pupil’s progress and behaviour - giving feedback  
  - A positive end to the day  
- **Weekly activities**  
  - Special object  
  - Special person  
  - Thought for the week  
  - Feelings book  
  - Creative and cooperative playtime  
  - Mystery drawing/sentence/joke  
  - Black hat raffle  
  - Circle time  
  - Philosophy for children  
  - Drop everything and read  
  - Word of the week  
- **Classroom environment**  
  - Classroom display  
  - Mini environments  
  - Toys, puppets and persona dolls  
  - Play music  
  - Groupings and seating arrangements  
  - Special events  
- **Photograph gallery**  
- **Resources**  
- **Appendices:**  
  - 1 - Circle games  
  - 2 - Circle time planning formats  
  - 3 - Five circle time sessions on ‘friendship’ for KS2  
  - 4 - Action plans  
  - 5 - Measuring tools  
  - 6 - Teachers’ pre and post project evaluations  
  - 7 - How Happy Classrooms relate to Ofsted guidance  
- **Acknowledgments**
Introduction

The foundation of a successful classroom is high quality teaching and learning supported through effective behaviour management strategies, both in individual classes and the whole school. This is acknowledged through Ofsted inspections with reference to teachers and other adults creating a positive climate for learning, seating and group arrangements fostering good relations and the extent to which leaders have created a positive ethos in the school (for more detail on Happy Classrooms and Ofsted (see Appendix 7)

The ideas given here can be used alongside effective teaching and learning to enhance children and teachers’ emotional health and wellbeing and support happiness in individual classrooms.

The Happy Classrooms guidance has been organised into 3 sections:

- daily routines
- weekly activities
- classroom environment

There are also appendices, giving details on, instructions for different circle games and planning formats for circle time.

For schools that want to implement a whole school approach to Happy Classrooms, there are examples of actions plans, measuring tools and evaluative questionnaires for teachers. A strategic approach can lead to profound behaviour change – tools found in this section can help schools to evaluate the difference made to teachers and pupils over a period of time and therefore assess the impact on pupils’ emotional health and wellbeing.
Daily routines

A positive start to the day

- design your own personal invite to ask your class group to enter the classroom…
  ‘Good morning, troops/tigers/team/gentry… please come in’
- smile and say hello to all/some pupils by name and ask how they are
- Hi 5 or thumbs up to each pupil as walk in
- sing a class song each morning, for example:
  T: Good Morning everybody how are you?
  Good morning everybody how are you?
  P: We’re happy everyday and we’d like to stay that way
  All: Good morning everybody, how are you?
  (To the tune of ‘If you’re happy and you know it’)
- take the register in different ways - use different languages (including those spoken in the class) whisper, ask pupils to say how they are feeling by using a feelings fan or do the American army call register:
  T: “Hello Frankie, are you here?”
  P: “Yes, Ms Adams, I am here!”
  (Pupils must respond in loud and confident voice)
- set the class an early morning activity as soon as pupils enter the room, for example: maths quickies (mental maths), cutting out activities, spelling journals or look, cover, write, check or any of the individual activities listed below (activities should last about 10 minutes)
- sharing a class breakfast snack (such as Magic Breakfast bagels or a piece of fruit)
- start the day with a story

Getting ready to learn

These activities can be used between lessons or during transitions throughout the day and can also be used to calm and settle pupils after play time or lunchtime. Consider taking ‘brain breaks’ (for 2 - 5 minutes) during lessons, especially during the afternoon or when pupils seem to be lacking in energy.

- brain gym activity – such as ‘cross crawls’
- circle game (see appendix 1 for examples)
- word games:
  - anagram
  - jumbled letters - pupils make the correct word
  - hangman
  - dictionary puzzle – ‘this word begins with an o and divides continents’
  - dictionary search – ‘find 5 vegetables that begin with C?’
  - alphabet game - ‘the letter of the day is…’ Give categories, such as car, name, country, British city, plant, job, name - teams or individuals must think of something beginning with that letter
- mental maths games
- making lists:
  - things I would need – ‘what would you need to go to the moon?’
  - countries, animals, fruit – ‘who can make the longest list?’
• ask pupils to practise writing their signature for when they are famous
• sing a song together – a class favourite or relate it to the topic/theme of the term
• quick sketches in a sketch book
• enlarge a spot the difference picture on the whiteboard
• short dance routines
• yoga posture/breathing techniques
• meditation or visualisation
• peer massage
• have a drink of water

**Giving pupils responsibilities**

• organise teams of specialists - furniture movers, paper cutters, giving out group, register runners, cloakroom courtiers, scissor searchers. Train them to carry out their jobs and provide them with badges to show their importance.
• assign a group of pupils to be the ‘tidy up police’, their job can be to check that everything has been tidied away correctly, they can tick off key areas of the classroom using clipboards
• assign jobs to star helpers – these can change on a daily/weekly basis
• one pupil/a special person, randomly chosen each week is given special responsibilities/privileges through the week, such as choosing which table group goes out to playtime first

**Getting pupils attention and giving instructions**

• choose a special name and action for your class, use this when you want the class’ attention – ‘Year 3 Tigers are you ready?’ (pupils all turn to face you with hands ready to pounce and a roar!)
• use a musical instrument to stop your class, for example a stir drum or chime bar or clap a rhythm – pupils clap the rhythm back, or sing a song to invite pupils to ‘come and sit down’
• whisper instructions
• mouth directions so pupils must read your lips
• spell out the directions you are giving ‘t-a-k-e o-u-t y-o-u-r r-e-a-d-i-n-g b-o-o-k’
• communicate using only your hands, miming
• write instructions on the board instead of saying them
• wink at each pupil to line them up/send them out to play

**Rewarding pupil’s progress and behaviour - giving feedback**

• make a kindness tree – when a child has done something kind, write it on a leaf and pin it to the tree
• achievement photographs – ‘I can join my handwriting, I am now using pen - here I am with my new pen!’
• sunny day behaviour charts – all the pupils start the day on the sunny day (names or photographs are displayed), they can move up to thumbs up and shooting stars, or down to stop and think (warning but nothing happens), the thinking chair (pull chair away from desk, for a few minutes). Talk to pupils about how they can get back to sunny day or shooting star. This can lead to further rewards – such as stickers.
• develop a class cheer – when a pupil has done something really well, the class share their cheer:
  • using different languages - ‘uno, dos, tres – ole! ole! ole!'
  • cowboy cheer, circle finger in the air and say 'ye-haw!'
  • pat yourself on the back
  • round of applause ‘clap hands round in a circle’
  • silent cheer – children jump around and wave their hands in the air, making as much noise as they want, as longs as you can’t hear them
  • Mexican wave
  • firecracker – clap hands above your head, wiggle your fingers around an down like sparkles, making an ahhhh sound
  • one or two finger clap
  • marshmallow clap (imagine a marshmallow between your hands – make no noise)
  • sizzler – wiggle fingers in the air making a sizzling sound – szzzzz!
  • starting line-up – pupils form two lines facing each other, one pupil at a time (or the star pupil) runs done the line-up whilst the others cheer, hi five or say well done, ‘Let’s hear it for…'
  • stars of the week – choose pupils who have done really well that week to be given a reward such as a certificate or extra time on the computer
  • all the adults and pupils in the class design a personalised ‘smiley’ face to use when assessing work
  • silly class teacher: If you give your pupils reward stickers – give it to them on their nose or, if you use stamps, stamp their hand – rather than their book

**A positive end to the day**
To support the transition between the end of the school day and home time, ensure pupils have everything they need (coats, bags, books) and sitting in their seats to enjoy a quiet or relaxing 5 minute activity, such as:
• play a class calm game at the end of the day, such as heads down, thumbs up
• finish the day with a story –such as an on-going class novel that has the pupils gripped
• organise a quiet activity that pupils can complete in pairs, such as a dot-to-dot, spot the difference, making up lists or play a game such as paper, scissors, rock
• ask pupils to tell the person sitting next to them – ‘Something I enjoyed today is…’ or ‘Something I learned today is’
• read or perform some poems to the class – they will be able to choose their favourites over time
• give out 2 small strips of paper to each pupil and ask them to write two statements: something positive about their day (on one strip) and something not so positive/negative (on the other strip)…ask them to put the positive statement in their pocket and throw the negative one in the recycling bin on their way out of class
• doing a short meditation and visualisation
• quiet reading time
• completing feelings/thoughts/learning books – writing a sentence on a set topic, for example: Today/this week, I felt pleased when…
• plan set activities for different days to help organise this
Year 3’s end of the day activities:

**Mondays** - make believe lists

**Tuesdays** – class game

**Wednesdays** – dot to dot/spot the difference

**Thursdays** - thoughts books

**Fridays** – black hat raffle
Weekly activities

Special object
The class teacher brings in a special object to talk about for 5 minutes. Pupils take it in turns, on a weekly basis, to bring in a special object that is meaningful to them, show it to the class and talk about it. If appropriate other pupils can handle the object. Remember to include teaching assistants or anyone else who works in the classroom.

Special person
Each week hold a special person time for about 5 - 10 minutes. During this time pupils sit in front of the special person (chosen at random at the end/beginning of the week) and tell them positive things about themselves. The class teacher stays silent and writes some of these words on a special person certificate for the special person to take home.

Thought for the week
Display a thought for the week each Monday for pupils to think about during the week. A 10-15 minute discussion session could be held on a Friday – or pupils could write about their ideas in a ‘thoughts and reflections’ book. Another idea is that pupils could write ideas on a post it note - keep pupils’ responses by making an ongoing class book. Ideas for thought for the week might be similar to: ‘What makes a great day?’ or ‘Something I have done for my parents is…’

Feelings book
Pupils keep their own feelings book - each week, give the class a short time to think/draw/write about a different feeling such as ‘I felt confident when…’ Alternatively, pupils could record their ideas on a post-it note which could be made into a class book.

Creative and cooperative play
Allocate a creative and cooperative play time each week where pupils can engage together on different activities, for example: board games, card games, lego, plasticene or painting. This can work well if linked to a behaviour reward system, such as golden time.

Mystery drawing/sentence/joke
On the class wipe/interactive whiteboard begin a simple mystery drawing or mystery sentence on Monday. Add a bit more to it each day - pupils can guess what it is. Complete the drawing or sentence on Friday. Alternatively, write up parts of a joke each day, beginning on Monday and finishing on Friday. (Knock, knock jokes are good for this.)

Black hat raffle
At the end of each week draw one pupil’s name from the hat – they choose something to take home and keep. For this, you will need a black hat of some kind (for example: bowler, witches, Spanish hat) and a box of items pupils might want to win, for example, bouncy balls, pencils/pens or rubbers, top trumps cards, sticker packs or glitter. (Newsagents and pound shops are a good place to purchase inexpensive items.) This works well if it is linked to progress/behaviour reward system - when you ‘catch’ the pupils demonstrating the success criteria from the lesson or behaving as you wish, ask them to put their name in the black hat – help them to understand that the more times their name appears in the black hat, the more chance they have of winning.
Circle time
Hold a class circle time each week. This can be used as a time to play group games with the class to develop cooperation skills, deal with issues arising from the classroom or playground, or teach about different aspects of emotional health and wellbeing. (See appendix 2 for planning formats)

Philosophy for children (P4C)
Run a philosophy for children (P4C) session each week. P4C sessions enable pupils to develop thinking skills, ask questions and hold structured discussions on different topics.

Drop everything and read
To encourage quiet reading, at an appropriate moment during the week, ask pupils to ‘drop everything and read’

Word of the week (or term/year)
When you say that word all the pupils repeat it
Classroom environment

Classroom display
- at the beginning of the year, ask the pupils to contribute to permanent displays or classroom resources. Some examples are:
  - making personal flags, shields or ID cards
  - mind maps about things they like ie: subjects, food, hobbies
  - classroom alphabet – an example, might be ‘an affirmation alphabet’, with positive words to describe people
  - photographs of pupils displayed next to a ‘special’ name they choose, Sunny Sally or a Superhero name
  - making placemats for their desks on a sheet of A3 paper – these can be laminated and moved around as appropriate (they could have a writing theme for example, to be used in creative writing sessions). A similar thing could be done with bookmarks
  - displaying the agreed classroom rules with pupils’ finger prints as signatures
- make the door and entrance to your classroom attractive to pupils and visitors - this could link this display to the theme of the term, or your special class name (Year 3 Tigers)
- make a poster about yourself (our class teacher) to display in your classroom, include your family, pets, holidays, hobbies - add to it throughout the year
- choose a class affirmation per half term, display repeated copies of the affirmation around the classroom – talk about what the affirmation means and say it often with the class (some example are: If I believe I will achieve, I am kind to myself and others, I always do my best)
- include photographs of pupils working (cooperatively and independently) as part of subject displays, show the process as well as the end results
- celebrate pupils’ achievements alongside displays of their work - make cards to go on display next to a pupil’s work to demonstrate progress : ‘Congratulations to…! - From this – to this, Wow!’ These would be great to send home to parents and carers, along with copies of the pieces of work. Ensure all pupils get a chance at this over the school year.
- paint scenes on some of the class windows or doors

Make sure all classroom displays are neat, tidy, well presented and up-to-date

Mini environments
- cosy, quiet reading area – have a book theme per half term
- role play area linked to the theme of the term
- revive the dressing up box to inspire imaginative play (for use during playtimes, wet play and golden time)
- make a seasonal display table – this could also link to different festivals through the year
- have a share table where pupils can display objects that have special meaning for them, allow them to make their own display labels
- have a class inventions table where pupils can keep things they are working on – such as lego models, for example
- have a discovery box – old torches, old toys and other items that pupils can take apart and put back together again (playtimes, wet play and golden time)
Toys, puppets and persona dolls

- Use cuddly/tactile toys to help make an area of the room more inviting, such as a book corner
- related to class topics or stories
- use sets of small cuddlies as talk toy for circle time or group work (whoever is holding the talk toy can speak and the rest of the group must listen) Sets of small toys are very useful - name them: talking teddies, speaking snakes, chatting chimps, natter cats, wise owls
- send a toy home/on holiday with one of the pupils or another class teacher – a photograph or an object can be shared with the class to talk about what happened or they can be used to send home good news about a child’s progress
- keep and use a class puppet
- use a persona doll within PSHE education lessons or for circle time

Play music

- upbeat, fast pace to encourage quick thinking (for mental maths)
- calming (to welcome pupils in from break time)
- background (for creative writing)
- timed (tidying up or getting changed for PE)
- themed (to link to a class topic)

Groupings and seating arrangements

- group pupils in different ways, not always ability groups
  - play games to group children randomly
  - pair or group by personality types (leaders, sensitive, butterflies)
  - friendship pairs
- allow pupils to stand up and work sometimes, especially during creative lessons such as DT and art

Special events

- hook the pupils into their learning:
  - get their interest about a topic from the first day they walk in…this might be an exploratory lesson – for example, looking at artefacts or watching a slide show about a different place whilst on board the flight (classroom seats are set up like an aeroplane)...make the topic fun, and meaningful!
  - hold an event to sum up the learning towards the end of the topic or theme – an example might be holding a Roman Feast
  - incorporate visits to places of interest linked to the topic
- remember different celebrations and festivals in your classroom – make a small display or dedicate the weekly play/golden time to this theme
- focus weeks or days can be used to enhance the curriculum – World Book Day is an example – team up with another year group to do similar activities and make a joint display showing the results
Photograph gallery

Staff INSET

Black hat raffle

Classroom book area

Special person chair

Window painting

Pen license
Happy Classrooms Resources

5 a day TV
- short dance routines for the interactive whiteboard
  www.5-a-day.tv

Bright Ideas for Managing the Positive Classroom
Peter Clutterbuck

Brain Gym - teacher’s edition
Brain Gym - simple activities
Paul and Gail Dennison
  www.braingymbooks.co.uk

Circle Time and the Positive Press
- circle time resources
- certificates, badges, stickers and posters
- games
- guided visualisations
- puppets and puppet scripts
- information on golden time
  www.circle-time.co.uk

Creating a Happier Classroom – stimulating ideas to promote a positive atmosphere (5-11 years)
Eileen Jones

Go Givers – classroom kit
- personalised class activities using the interactive whiteboard including class reward displays (kindness kit), mind mapping tool, voting and decision-making tools
  www.gogivers.org

Magic Breakfast
- provide breakfast bagels for schools
  www.magicbreakfast.com

Islington Education Library Service
- advice on book organisation
- resource provision
  www.iels.org
  www.objectlessons.org

Massage in Schools Programme
- information and training
  wwwmassageinschools.com

Persona dolls
- resources, including the persona dolls
- information and training
  www.persona-doll-training.org
Appendix 1

Circle games

A list of circle games to play in the classroom - these can also be used for circle time
Circle games

Circle games are invaluable in the primary classroom. They can be used to refocus a fussy class, invigorate a sleepy class, calm an over-stimulated class and organise pupils into working groups. By playing circle games pupils can practise positive communication skills. Circle games reinforce a climate of trust, friendship and fun.

When teaching PSHE education and citizenship lessons, class teachers often like to begin with a circle game.

Below are a selection of circle games taken from various resources and collected over many years...some will become your favourites and your children’s favourites.

Affirm special names
Each child says their special name in turn. Special names can decided at the beginning of the year and can be positive alliterative names, Amazing Angela or Happy Helen.

To develop self esteem

Alphabet
A child calls out ‘a’ and the person on their left calls out ‘b’ and so on around the circle. The facilitator calls out two letters that must change places or says a word and the letters used in that word must swap seats. If ‘alphabet’ is called, then all students must change places.

A mixing up game

Bananas in pyjamas
A child is chosen to stand in the middle of the circle and shuts their eyes or wears a blindfold. Another child is chosen to say ‘bananas in pyjamas’. The child in the middle has to guess who it was that spoke.

To develop listening and awareness of who is in the class

Birthday month
If your birthday is in ….stand up, change seats (across the circle)
A mixing up game

Breakfast
Go round the circle with everyone saying what they had for breakfast. Someone is then chosen to go into the middle and ask ‘what did I have for breakfast?’ The first person to correctly remember then has a chance to go into the middle and so on.

A memory game

Bugs Bunny
Everyone in the circle claps to a rhythm. One person calls a name and that person has to put both their hands up by their ears. The person on the right must put their hand left hand to their ear and the person on the left must put their right hand to their ear. The last one to do their action has a go at calling someone’s name out.

A fun game to get everyone concentrating
Can we cross your golden river?
The children chant ‘Can we cross your golden river?’ Reply with an ‘only if’ statement. For example: ‘Yes, but only if... you are wearing blue’ or ‘Yes, but only if you know bullying has happened in the last week’.
A mixing up or setting the scene game

Chinese drawing
The first person draws a number on someone’s back with their finger. This person draws the same number on the next persons back and so on round the circle….does the circle end with the same number that started?
*Good for lessons studying media stories/ historic written sources and developing gentle touch*

Chinese whispers
Set a whisper round the circle – children pass it on…and see what it ends up as
*Good for lessons studying media stories or gossip within a bullying context*

Choose a cheer
(Develop a range of different cheers with the class) One child chooses a cheer for the whole class to cheer! Or choose one child to be cheered!
*A celebration or to encourage a team mentality*

Co-operative fish
There are 6-8 fish, cut up into 4 pieces. These pieces have been muddled up and are handed out randomly. Children complete the jigsaws and help each other. This can be done in silence also.
*To group children in smaller groups*

Class story
The group make up a story by saying one word at a time
*Can give a feeling of whole class involvement/achievement*

Crazy creatures
The facilitator calls out a number between 2 and 6. The class gets into groups of that size. Facilitator calls out ‘4 legs, 5 hands, 2 knees’ and groups must make a creature where they are all touching each other and their total contact with the floor is 4 legs, 5 hands, 2 knees. Creatures can be presented to the rest of the class.
*To group children in smaller groups and develop gentle touch*

Don’t jangle the keys
Pass a set of keys around the circle without jangling them or making a sound.
*A calming/closing/relaxing/coming back together as a group game*

Drop your name in the well
Imagine a well in the middle of the circle. Going round the circle, children take it in turns to say their name as if they are dropping it in a well. Their name might be a stone (whisper) a pebble (louder voice) or a boulder (a very deep loud voice).
*To develop confidence*
For breakfast I ate… or I went to the shop and I bought… or In Granny’s basket there is…
Each child adds something to the list that the next child has to remember the whole list and add on their item.
A round to develop listening and memory

Fruit salad or animal zoo or vegetable stew or rainbow or calculator
Label all the children as a fruit, vegetable, animal, colour of the rainbow, number. When the facilitator calls their name they must walk across the circle and swap seats with another child. If you say ‘fruit salad’, ‘vegetable stew’, ‘animal zoo’, ‘rainbow’ or ‘calculator’ (depending on which game you are playing) all the children change seats.
A mixing up game

Gentle Giant
One child sits in the middle of the circle (the gentle giant) and paper flowers are placed all around the child. The rest of the children are numbered 1-5. The leader calls out a number from 1-5 and the relevant children try and take a flower from the garden. If they manage this without being touched by the giant, they return to their seat keeping the flower. If a child is gently touched by the giant they need to return to their seat with no flower. However if the giant was not gentle they can keep the flower.
To develop gentle touch and turn taking

Groups
Children get into groups depending on what is called out. For example, number of letters in their first name.
To group children in smaller groups

Guess the noise
The facilitator holds a bag containing a range of objects that make a noise. The children are blindfolded or have eyes closed, or the object is shaken in the bag. The facilitator shakes an object. The children must guess the object.
To encourage listening skills

Handwriting
The children work in pairs with their eyes closed and take it in turns to ‘write’ on their partners palm a word, letter or shape with one finger. Encourage clear and exact writing. The child who is receiving the message tries to guess what it is and may ask for a repeat if necessary.
For developing a sense of gentle touch

Hello, my name is …
Say hello to person on your left, using their name ‘Hello…’ Introduce yourself. ‘I am…’ Introduce the person on your right, ‘This is…’ Children continue this pattern around the circle.
To get to know each other and to develop thinking/presentation/organisation skills
**House on fire! (for adults or older children)**
Each child chooses one item to save from a burning house, the facilitator lists these. All the participants walk around meeting each other and giving another person their object, (by telling them their object) they then pass this on to the next person and so on. At the end, the facilitator asks who has what object and checks these off on the list to see if everyone’s special object has been saved.

*A listening, memory and meeting everyone game*

**I am Sam I am**
Everybody lines up and walks around the circle, saying ‘*I am Sam I am*’ in a particular style (happy, cool, shy, friendly) - encourage the children to really show the emotion. This can be done individually with the other children deciding which emotion is being demonstrated.

*To develop understanding of feelings*

**I’m thinking of someone in the class who...**
Someone chooses a person and describes three things about them. These descriptions can include positive aspects of their personality and strengths as well as their appearance. The rest of the class guess who the secret person is.

*To develop self esteem*

**Jack in the box**
The first person stands up, says their name and then introduces the two people on their left, starting with the person nearest to them, and so on round the circle. Each person stands up and sits down quickly when their name is called.

*A quick thinking name game that raises energy*

**Keeper of the keys**
A chair is placed in the middle of the circle. A bunch of keys is placed underneath. Someone is chosen to be detective and sit on the chair blindfolded. The facilitator chooses a thief and they must creep quietly in the middle and remove the keys as quietly as they can. The detective must listen carefully to try and hear which direction they went in. The thief returns to their seat and puts the keys behind him/her. The detective is then allowed to open his/her eyes and has three goes at guessing the thief.

*Can develop listening skills, settle a class for more circle work, raise self esteem*

**Lines**
Children line up in sequence depending on what is called out (youngest to oldest, height, hand span, how long it took them to get to school). This can be done silently to make it more difficult.

*To group children in smaller groups*

**Magic box**
Mime opening a magic box and take an item out. Mime using it/wearing it etc...then put it back it back in the box and pass the box on. (You could always use a real box if preferred but with imaginary objects.) The box can have a theme, if appropriate, for the lesson to follow.

*A game to develop concentration, mime skills*
**Magic wand**
The facilitator has a magic wand. As they point it round the circle, one by one, the children suggest ideas for the class to act as. The facilitator says ‘act’ and all children start acting. The facilitator says ‘stop’ at anytime and the wand continues to be pointed round the circle.

*To awaken a sleepy class, to be aware of the difference of stillness and movement and develop turn taking*

**Melting ice, snow people**
One child follows the other, children slide off their seats as if they are melting very slowly.

*A calming/closing/relaxing/coming back together as a group game*

**Mexican wave**
One by one, children stand up around the circle and wave their arms high to make a Mexican wave.

*A celebration or to encourage a team mentality*

**Mini meditation/visualisation**
Read out or play from a CD a visualisation or meditation to calm the pupils.

*A calming, relaxing, coming together as a group activity*

**Mirroring**
Children paired in two lines opposite each other have to mirror the others actions. The leader makes smooth movements which the follower copies/mirrors. They can go through activities like face washing, brushing teeth etc. Pairs can present to the class who can identify who is leading.

*Good for developing eye contact/partner relationships*

**Monster**
The monster stands in the middle of the circle and engages eye contact with someone and walks towards them to eat them for dinner. The only way that person can save themselves is to look at someone else, when they have eye contact they can say their name. If they do this before the monster catches them they are saved and now the monster must walk towards the named person and try and catch them for dinner.

*Good for developing eye contact*

**Mouse tails**
Cut up pieces of string. Children stick these in the backs of the shoes/socks – tread on each others to pull the tails out of the socks!

*To raise the energy of a group*

**Music – picture in my mind’s eye**
Play some music and ask children to listen to quietly – they might like to describe the image they see in their mind’s eye.

*A calming and relaxing activity*

**Musical chime**
One child is blindfolded and sits in the centre of the circle. A musical chime is passed around the circle as quietly as possible. The child in the centre has to guess where the chime is.

*To develop listening and class working together*
Musical statues
The facilitator puts the music on, children dance and move. When the facilitator pauses the music, children become statues.
To awaken a sleepy class, to be aware of the difference of stillness and movement, body control and to develop listening

Paper, scissors, rock
Choose one child to begin the game. The child plays with the person to their left. All children count to three and make paper (flat hand), scissors (index and middle finger held open like scissors) or rock (clenched fist). One is declared the winner. The rules are scissors cut paper, rock blunts scissors and paper wraps rock. If they make the same action they have another turn. The eventual winner moves on to the next child on the left. The play continues until the action arrives back at the start.
Good for developing partner work

Pass the wink, nod, smile, squeeze
One by one each child passes the nod/wink or squeeze (hands or fingers) around the circle.
A calming, relaxing, coming together as a group game

Pass the conch shell
Each child listens to the shell and passes it on…
A calming, relaxing group activity

Pass the rhythm
The leader claps a rhythm, the next person repeats and so on round the circle.
To encourage a speedy round and bring a group together

Pass the pom pom
Give all the pupils a coloured pom pom. Pass them to the left, as the facilitator says ‘left’. Repeat and change to ‘right’. Do this very slowly at first and gradually speed up. Ask children to close their eyes and repeat this. Each time every child should be holding a pom pom. It is harder than it sounds! Children can then swap seats across the circle – depending on which colour ball they are holding
To encourage right and left sides of the brain and group dynamic

Postie
Each child is given a number. The facilitator asks certain numbers to change places. For example ‘the post person is delivering to numbers 6 and 21’ or ‘the post person is delivering to all even numbers in the street’. If ‘collection time’ is called everyone changes places.
A mixing up game

Say my name, swap seats
Child A says another’s name (child B) and they swap seats. Child B says another’s name (child C) and they swap seats and so on, until all the children have swapped seats.
For mixing up, ensuring everyone is included and remembering names
Silent orchestra
The facilitator plays an imaginary, silent instrument – children copy. Extend by asking pupils to lead. Extend further by children only looking across the circle – children must only copy the person opposite. Extend further by putting a child in control and the others guessing who it is.

*Good for working as a group, concentration, eye contact*

Sleepy tambourine
Pass a tambourine around the circle. It must not make a sound – children must pass it carefully so as not to wake it up.

*A calming/closing/relaxing/coming back together as a group game*

Spot the leader
A person is chosen to be detective and faces away from the circle. A leader is then chosen to lead the group in body percussion (clapping, tapping, clicking, rolling hands), the group follow watching the changes but not staring at the leader. The detective is then returned to the circle and has three chances to guess the leader.

*To develop awareness of who is in the class and self esteem, group work*

Stand up, sit down
All the class sits down in the circle, one by one the children stand up but must not stand up at the same time as each other or the whole class must start the game again! This must be done silently. Repeat, to sit down.

*Can help to develop turn-taking*

Count up/down
As above but count in numbers as children stand up.

*Can help to develop turn-taking*

Sticky jelly
The facilitator takes some imaginary sticky jelly from their pocket and throws it across the room, it lands on someone’s face and they must peel it off (it is very noisy jelly) and send it across the circle to someone else.

*Good for initiating eye contact*

Story stem
Split the circle into two halves. The facilitator stands up and begins a story. They then walk over to the other side of the circle and touch someone on the shoulder. They tell the next sentence and touch someone else from across the circle to continue…and so on…

*Can give a feeling of whole class involvement/achievement*

Straight face
In two straight lines one person has to get the person opposite to smile. This can be done with an inner circle facing an outer circle. This should only be done for a short time, 15-30 seconds for each attempt and then swap partners. A similar game is *I love you honey* – one person stands in the middle and must try to make the others laugh by saying ‘I love you honey’. If someone laughs, they must go in the middle.

*A fun game to develop eye contact and laughter!*
Squeak piggy squeak
One child wears a blindfold (child A). The facilitator spins them round carefully and helps them walk to another child (child B) and places child A’s hands on child B’s shoulders. Child B says ‘eek, eek, eek’ (in a squeaky piggy voice). Child A must guess who it is.

To develop listening skills, awareness of touch, awareness of who is in the class

Super heroes!
All the children take turns to perform a super hero gesture (like Superman, for example)

A celebration or to encourage a team spirit

Super flourish
Rather than passing on a gesture, pass on a flourish like the queen.

A celebration or to encourage a team spirit

Tangles
Children stand in an inward facing circle, with their eyes shut. With arms outstretched they slowly move towards the centre. The object is for them to join hands without seeing who they are connecting with. When this is done, they all open their eyes. They must now untangle themselves so that they form a circle without letting go of each other.

A touch game to encourage team-work

Treasure
Sit a child on a chair in the centre of the circle. Blindfold them. They are the guard. Put some treasure for example, a bunch of keys under the chair. Choose another child to come and ‘steal’ the treasure…the guard must protect the treasure by pointing and saying ‘stop’ to the thief…the thief must get the treasure before this happens.

Can develop listening skills and settle a class for more circle work

Truth/untruth
The children take it in turns to state something true about themselves. Then they take it in turns to state something which isn’t true.

Good when discussing gossiping or being honest, getting to know each other

Under the blanket
One person (child A) leaves the room and another hides under the blanket in the middle of the circle. The circle closes up and child A comes back in and has to say who is missing.

To encourage awareness of being a part of the class/group

Weather massage
If your school follows the massage in schools programme you might like to practise the weather massage.

A calming, relaxing, coming together as a group activity

Who has left the circle?
All the children wear blindfolds. The facilitator touches one child on the shoulder who leaves the room. The other children remove their blindfolds and guess who has left the room.

To encourage awareness of being a part of the class/group
**Who’s got the phone?**
One child wears a blindfold. The facilitator gives another child a mobile to hide. All the children sing ‘who’s got the phone’. The child with the phone sings ‘I’ve got the phone’ (using a silly voice). The blindfolded child must guess who it is that has the phone.

*To develop listening and awareness of who is in the class*

**Zombie**
One person is chosen to start. They make eye contact with someone across the circle, walk towards them (in a zombie-like fashion) and take their place. That person then repeats. Continue until everyone has had a go.

*A mixing up game and to develop use of eye contact*

**Zoom, zoom, Eek!**
Pass the word ‘zoom’ very quickly round the circle. One child might decide to ‘eek’ which reverses the zoom! The aim is for all children to be involved so young children could be given only one ‘eek’. With older children, encourage them to notice what happens (i.e. some children get left out) and rectify it.

*Good for lessons on bullying when it includes excluding from friendship groups*
Appendix 2

Circle time planning formats

These formats are to support teachers to structure effective circle time sessions
**Key to circle time terms:**

**Rules:** required to ensure pupils feel safe and secure and able to participate in the circle time

(See circle time rules for examples)

**Game:** a fun activity to energise or warm-up a group, create a group identity, begin interacting as a group, cause individuals to sit with or work with different people to usual, practise key skills such as eye contact (looking), listening, speaking, thinking and concentrating.

**Opening round:** verbal activity where each individual has an opportunity to speak. An object is usually passed around the circle, symbolising whose turn it is to speak (magic microphone). Opening rounds are usually scripted with a sentence stem to help keep good pace around the circle and usually to do with feelings, such as ‘I like it when...’

**Paired talk:** It can be useful for pairs to discuss their responses before a round or to have a 2 minute talk on a particular topic before feeding back to the group or beginning the forum

**Forum:** the main part of circle time when issues can be further explored, it can begin with discussion starters or open questions or asking if anyone needs help on with an arising issue (friendship, behaviour, curriculum, community or global issues). Techniques used for exploring issues can include role play, scripted drama, role play, brainstorming and discussion. Advice and next steps are usually discussed by the pupils at this time.

**Closing activity:** to move away from the issues of concern in the forum, lighten the mood, bring a sense of closure and end the circle time with a positive experience. It usually includes a relaxing or quieter activity game or activity to engender laughter or provide a ‘bridge’ to the next activity of the day.

**Celebrating success:** allows pupils can give a receive compliments, to develop self-esteem. Encourage pupils to thank each other for their positive behaviour or to celebrate a goal having been achieved.
We respect what people say (we listen, don’t interrupt or put people down).

We have the right to talk about our thoughts and opinions, or not to say anything if we don’t want to.

We don’t name names: if we want to ask about or share a personal story or experience, we can speak in the third person about ‘someone I know’, ‘a friend’, ‘a situation I’ve heard about/read about’.

We don’t ask personal questions.

We keep confidentiality (suggest that, ‘what is said in the room, stays in the room and is not for discussion outside the lesson. Explain, however, that if someone discloses something about themselves which could be harmful to them or put them at risk, you would have to pass the information on in order to keep them safe).
Theme:
Year group:
Date:
Circle meeting:

Why is this an issue?

Learning intentions

Game
Opening round
Paired talk
Forum
Closing activity
Theme:
Year group:
Date:
Circle meeting:

Why is this an issue?

Learning intentions

Game

Opening round

Change places if ...

Forum

Closing activity
Appendix 3

5 circle time sessions on ‘friendship’ for KS2

Example plans
Friendship Y3: Circle 1

Opening round
Something I like doing with my friends is...

Change places if...
It is important to you to have one best friend
It is important to you to have a group of friends
You like being friends with different people, from different groups

Pairs
Two reasons why people might become friends are...

Closing activity
Pass a wink round the circle

Forum
Imagine you are setting up a friendship club. What qualities would the club members need to have?
Work in groups to make a friendship code: FRIEND

Children learn
Children learn
• what makes a good friend
• the importance of friendship to them

Children:
• know what makes a good friend
• are able to decide what is important to them in a friendship

Why is this an issue?
The class teacher identified that pupils were having lots of friendship issues.

Game
Silent orchestra say your name on the 'click'
I like... say on the click

Remind pupils of the circle time rules
Friendship Y3: Circle 2

Game
Pass the jelly

Opening round: part 1
Making a friendship web...
Something that joins friends together is...

Learning intentions
Children learn:
• to understand why friendships break up

Children:
• are able to describe some difficult feelings when friendships break up

Opening round: part 2
When something is broken I feel...

Pairs
Two things that might spoil a friendship are...

Forum
Small group scenarios
(see separate sheet)
Discuss: why might it spoil the friendship?
or
Bring a friendship problem to the circle

Closing activity
Melting snow people

Remind pupils of the circle time rules
Friendship Y3: Circle 3

Learning intentions

Children learn:
- to understand why friendships break up

Children:
- are able to describe some difficult feelings when friendships break up

Opening round
If something is broken you can…

Change places if…
You think friends should agree with each other all the time
You think people break friends too easily sometimes
You believe friendships can be mended

Pairs
Two things you can do to mend a friendship are…

Forum
Scenarios from last circle time – what advice would you give…
or
Check in problems from last week – any better… repeat bring a problem to the circle

Closing activity
Send a ripple… pass on the weather

Happy Classrooms – Practical guidance for primary schools
Friendship Y3: Circle 4

**Learning intentions**

Children learn:
- some ways of resolving difficulties in friendship (feeling left out)

Children:
- know some ways of resolving difficulties (including others, how to join in with other friendship groups)

**Game**

Zoom, zoom, eek

**Opening round**

In the past, a time I felt left out was...

and/or

In the past I have left someone out by...

**Change places if ...**

You know someone who is shy

You know someone who is lonely

You think there are some people who find it difficult to join in a game.

**Pairs**

Two things that might make making friends difficult are...

**Forum**

Copies of pictures from picture book, as stimulus eg: ‘Say Hello’, Jack Foreman

What is happening in the picture?

How could a person on their own join a group of friends?

How could a friendship group involve someone on their own?

or … bring a friendship problem

**Closing activity**

Choosing a secret friend to do something friendly for
Friendship Y3: Circle 5

Game
Zombie

Opening round
A friendly thing that happened this week was

Change places if...
Your week was especially nice
You found out who your secret friend was

Forum
Bring a friendship issue to the circle (‘someone I know’) and others give advice and help

or
Celebrating friendship

Pairs
Two ways you can help a friend feel OK are...

Closing activity
Mexican wave

Learning intentions
Children learn:
- the importance of friendship to them

Children:
- are able to decide what is important to them in a friendship

Remind pupils of the circle time rules

Happy Classrooms – Practical guidance for primary schools
Friendship scenarios

One friend finds out her friend has been gossiping about her

Three friends are very silly in class when they sit together

Three friends – two of them find out some people are calling the other one nasty names

Two friends are playing with the lego, but one will not share the lego pieces

Two best friends - one keeps coming to school very upset and does not want to speak to or play with anyone, including their best friend
Friendship scenarios

Four friends like playing together most of the time but one of them gets angry easily and often

Three friends are often getting into trouble at lunchtime

Two friends – one wants to play with some other children

Three friends disagree about what to do at playtime
Appendix 4

Action plans

Examples of happy classrooms projects implemented in primary schools
How is this plan reflected in your school improvement plan?

*This piece of work forms part of the action plan for the PSED leader – links to Healthy Schools work*

<table>
<thead>
<tr>
<th>Health Priority 1:</th>
<th>Briefly describe why you have chosen this priority:</th>
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</thead>
<tbody>
<tr>
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<td>• Improving oral health</td>
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<tr>
<td>• Teenage pregnancy prevention</td>
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<tr>
<td>• Smoking cessation</td>
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<tr>
<td><strong>Improving mental health</strong></td>
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<tr>
<td>• Reducing substance and alcohol misuse</td>
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<tr>
<td>• Increasing childhood immunisations</td>
<td></td>
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<tr>
<td>• Teachers reporting high number of classroom conflicts between pupils</td>
<td></td>
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<tr>
<td>• Teachers having to spend time resolving out pupil disputes and conflicts</td>
<td></td>
</tr>
<tr>
<td>• Staff unsure of how to plan and structure circle time/circle time sessions being used inconsistently throughout the school</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Outcomes or success criteria</th>
<th>Success indicators</th>
<th>Activities</th>
<th>Timescale</th>
<th>Lead</th>
</tr>
</thead>
<tbody>
<tr>
<td>What difference do you hope to make?</td>
<td>Changes you will see before you reach the final outcome, could be knowledge, understanding, attitudes, skills or behaviours</td>
<td>(including evaluation processes and monitoring)</td>
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<tr>
<td>For all pupils (universal)</td>
<td>Reduction in the number of conflicts among pupils that the class teacher needs to resolve</td>
<td>• Staff report feeling more skilled and confident to plan and deliver circle time</td>
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<td></td>
<td>Yr 1: x to y</td>
<td>• Consistent whole school approach to circle time</td>
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<td>Yr 2: x to y</td>
<td>• Pupil transition between classes supported through consistent circle time across the school</td>
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<td></td>
<td>Yr 3: x to y</td>
<td>• The percentage of pupils reporting they feel confident to talk about their feelings increases</td>
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<td>Yr 4: x to y</td>
<td>• Fewer pupil conflicts</td>
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<td>Yr 5: x to y</td>
<td>• Reduction in the amount of time spent in lessons sorting out pupil conflict</td>
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<td>Yr 6: x to y</td>
<td>• Discussion with SLT about how to embed circle time as part of the whole school approach to supporting pupils’ emotional health and wellbeing</td>
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<td></td>
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<td>• Staff training – INSET, including agreeing format for circle time planning</td>
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<td>• Staff record number of conflicts they need to resolve in a week</td>
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<td>• Circle time included on class time tables (fortnightly or 6 x a term)</td>
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<td></td>
<td>• All classes ‘vote’ on how confident they feel in talking about their feelings – results collated</td>
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<td>• Circle time coordinator team-teach with all staff on a rolling programme (one or two teachers a half term)</td>
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<td></td>
<td></td>
<td>• Circle time plans collected</td>
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<td></td>
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<td>• Staff recording of number of conflicts in a week, at the end of each term</td>
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<td></td>
<td></td>
<td>• Pupils asked again about their confidence in talking about their feelings</td>
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Happy Classrooms – Practical guidance for primary schools
**How is this plan reflected in your school improvement plan?**

*This piece of work forms part of the action plan for the PSED leader – links to Healthy Schools work*

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• Improving oral health  
• Teenage pregnancy prevention  
• Smoking cessation  
• Improving mental health  
• Reducing substance and alcohol misuse  
• Increasing childhood immunisations | • Teachers reporting high number of classroom conflicts between pupils  
• Teachers having to spend time resolving out pupil disputes and conflicts  
• Staff unsure of how to plan and structure circle time/circle time sessions being used inconsistently throughout the school |

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<th>Success indicators</th>
<th>Activities (including evaluation processes and monitoring)</th>
<th>Timescale</th>
<th>Lead</th>
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</thead>
</table>
| Fewer behaviour incidents from ‘target’ pupils  
*Details here for each class about numbers in a week? Half term? And targets for reduction* | • Change in behaviour, attitude, oral skills, confidence of pupils (evidence of change in at least 3 pupils in each class) | • 3 pupils in each class responses tracked  
• Activities as above  
• Giving target pupils responsibilities  
• Ensuring these pupils receive a class cheer (at least every half term)  
• Paired activity when entering the classroom in the morning  
• Individualised brain break activities when required (time out, without leaving the classroom) | | |

Happy Classrooms – Practical guidance for primary schools
**How is this plan reflected in your school improvement plan?**

One of our key development points is to improve attendance and punctuality

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<tr>
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<td>Discussion with SLT about embedding a positive start and end to the school day in each class as part of the whole school approach to supporting pupils’ emotional health and wellbeing</td>
<td></td>
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</tr>
<tr>
<td>For all pupils (universal)</td>
<td>Reduction in the number of late marks in each class Yr 1: x to y Yr 2: x to y Yr 3: x to y Yr 4: x to y Yr 5: x to y Yr 6: x to y</td>
<td>• Staff report calmer and more organised start and end to the school</td>
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<td>• Consistent whole school approach to transition between home and school</td>
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<td>• Parents aware of how pupils encouraged to settle in the morning</td>
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<td>• Punctuality, attendance of pupils improved</td>
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<td>• Teachers and pupils more calm and happy at start/end of each school day</td>
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<td>• Class reward systems for punctuality introduced</td>
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<td>• Staff record pupils’ punctuality, attendance and enjoyment (calm/happy)</td>
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<td></td>
<td>• Start and end of day activities included on class time tables</td>
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<td>• Staff meeting to feedback, including looking at data</td>
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One of our key development points is to improve attendance and punctuality

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**For pupils more at risk**

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<th>Improvement in punctuality and attendance of target pupils</th>
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<tr>
<td>Details here for each class about numbers in a week? Half term? And targets for reduction</td>
</tr>
</tbody>
</table>

| Pupils report arriving at school feeling more ready to learn |

| Three pupils in each class responses tracked |
| Activities as above |
| Target pupils to attend breakfast club |
| Responsibilities (class jobs) for first thing in the morning given to target pupils |
| Mini goal and reward system for individuals arriving on time, for example, marbles in a jar |
Appendix 5

Measuring tools

Tools to support teachers to measure the impact of strategies trialled in their classroom
## Measuring Tool 1

### Impact on behavior

<table>
<thead>
<tr>
<th>Number of behaviour incidents</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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<td>Week 1</td>
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</tbody>
</table>

### Impact on punctuality

<table>
<thead>
<tr>
<th>Number of late pupils</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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<td>Week 6</td>
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</tbody>
</table>
# Measuring Tool 1

## Impact on persistent absence

<table>
<thead>
<tr>
<th>Target pupil</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
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</thead>
<tbody>
<tr>
<td>Week 1</td>
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</tr>
</tbody>
</table>

## Impact on enjoyment

<table>
<thead>
<tr>
<th>No of pupils giving 7/10 or more for how much they enjoyed the day</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
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<td>Week 2</td>
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<td>Week 6</td>
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</tbody>
</table>
**Measuring Tool 2**

Give out the paper strips below, one to each pupil. Collect them in and count the scores:
- before you begin the project
- after the first week
- when the project is fully embedded in practice.

<table>
<thead>
<tr>
<th>How much did you enjoy today?</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1 = low, 10 = high)</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>

Alternatively, give each pupil a copy of the chart below, to complete everyday over the course of the project. Pupils mark the day out of 10.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Class:</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>How much did you enjoy today? (1 = low, 10 = high)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday</td>
</tr>
<tr>
<td>--------</td>
</tr>
<tr>
<td></td>
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<tr>
<td></td>
</tr>
</tbody>
</table>

Write the scores on the board (as above), ask for a show of hands, how much did you enjoy your day today? Count the number of hands up for each score (1 = low, 10 = high).

Ask pupils to show on their fingers how much they enjoyed their day, count the number of pupils showing the different scores (1 = low, 10 = high).
Measuring Tool 3

Choose 3 pupils in the class. Observe their behaviours throughout the implementation of the project - make some notes on things you observe.

Choose pupils with different personality traits, for example, a sensitive child and a very outgoing child.

<table>
<thead>
<tr>
<th></th>
<th>Before</th>
<th>After 1 week</th>
<th>At the end</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child A</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child B</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child C</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Appendix 6

Teachers’ pre and post project evaluations

To support teachers to consider and discuss issues within their classrooms, plan for change and evaluate the impact of the chosen strategies
Teacher pre-project questionnaire

This questionnaire is to support class teachers to reflect on their own classroom practice. Teachers may like to complete it with a trusted colleague, discussing the questions together. It could also be used during staff INSET. You may wish to choose particular questions to focus on.

Your name:

Year group:

School:

Think back to your favourite primary school teacher. Why did you like them? What made their classroom special?

Now think about your classroom. What do you think pupils enjoy about being in your class? What makes your classroom special?

On a scale of 1 – 10, how much do you think pupils enjoy being in your classroom on an average day?

1  2  3  4  5  6  7  8  9  10

Stand outside your classroom, in front of the door. What do you see? How inviting is the entrance to your classroom?
Walk into your classroom when it is empty, look at the layout, displays, things in the room. *What do you notice? Is it tidy and well organised? How do you know whose class it is?*

What happens when pupils enter the classroom? *What are the first things they see/hear/do?*

Do you have any special routines in your class? *Ways of lining up, for example?*

How do you reward pupils’ progress and behaviour?

How do you end the day with your pupils? *What happens just before the pupils go home?*
| What particular issues are there for pupils in your class? *What are they not doing?*
|---|
| What difference would you like to see this project making? *For your pupils? For your classroom practice?*
|---|
| What activities/ideas would you like to work on? *How would you like to be supported with this?*
|---|

**Ideas to try:**
Teacher post-project evaluation

This evaluation is to enable class teachers to reflect on the impact of the strategies they used as part of a Happy Classrooms project. Teachers may prefer to complete it with other colleagues, discussing the outcomes of the project together.

Your name:
Year group:
School:

Which strategies did you choose to trial? How regularly did you use them with your class? For how many weeks / terms?

What difference has being involved in Happy Classrooms made to you as a class teacher? How has your classroom practice changed?
**What difference has it made to the whole class?**  *Specifically in relation to behaviour, attendance, punctuality, happiness/enjoyment - may also relate to classroom ethos/atmosphere (refer to measuring tools)*

<table>
<thead>
<tr>
<th>Number of pupils:</th>
<th>Beginning of project</th>
<th>End of project</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Quantitative data</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>How much do pupils enjoy their day? (1-10 scale)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of behaviour incidents?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of late marks?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Number of pupils persistently absent?</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Qualitative data</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other observations</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What difference has it made to the focus group/identified individuals in the class?  
Relating to behaviour, attendance, punctuality, happiness/enjoyment?

Include both:
- quantitative data: enjoyment of day, number of behaviour incidents, late marks, persistent absence
- qualitative data: observations

<table>
<thead>
<tr>
<th>Focus group/individuals</th>
<th>Beginning of project</th>
<th>End of project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Child A</td>
<td></td>
<td></td>
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<tr>
<td>Child B</td>
<td></td>
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<tr>
<td>Child C</td>
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</tbody>
</table>
How Happy Classrooms relate to Ofsted guidance

<table>
<thead>
<tr>
<th>Quality of teaching in the school:</th>
<th>Behaviour and safety of pupils at the school:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Teachers and other adults create a positive climate for learning in which pupils are engaged and interested</td>
<td>• Pupils’ attitudes to learning</td>
</tr>
<tr>
<td>• Seating and grouping arrangements help to foster good relations and respect between different groups of pupils</td>
<td>• Pupils’ respect for, courtesy and good manners towards each other and adults, and pride in themselves and their school</td>
</tr>
<tr>
<td></td>
<td>• Pupils behaviour around the school and in lessons, including the extent of low level disruption. The school’s analysis of, and response to, pupils’ behaviour in lessons over time, for example incident logs and records of rewards and sanction. Inspectors should ensure that they observe pupils in a range of situations outside normal lesson to evaluate aspects of behaviour and safety, for example: at the start and end of the day, moving between lessons</td>
</tr>
<tr>
<td></td>
<td>• Pupils’ attendance and punctuality at school and in lessons. Punctuality over time in arriving at school and at lessons and the impact of the school’s strategies to improve behaviour and attendance – this includes the use of rewards and sanctions, the effectiveness of any additional on-site provision to support behaviour, work with parents and absence ‘follow-up’</td>
</tr>
<tr>
<td></td>
<td>• The extent to which leaders and managers have created a positive ethos in the school</td>
</tr>
</tbody>
</table>

References:

*The framework for school inspection, Ofsted September 2012*
*Ofsted school inspection handbook, Ofsted, September 2012*
*Inspecting Equalities, Ofsted, September 2012*
Acknowledgements

With thanks to the following Islington primary schools who took part in the Happy Classrooms pilot project:

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St Jude and St Paul’s CE Primary School
St Mary’s CE Primary School

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