

13 September 2017

Dear Parents/Guardians,

I am writing to you as the lead teacher, for the **.b** course mindfulness course for Year 7 students. This is delivered in one timetabled lesson every two weeks as part of our Personal Development Curriculum. You may have heard of mindfulness or read some of the recent media coverage about it. A great deal of this media interest has arisen as a result of the growing body of rigorous research evidence regarding the potential benefits of mindfulness for young people. These include randomised control trials and neuroscientific studies.

As Professor Katherine Weare observed in her award-winning research summary: *Evidence for the Impact of Mindfulness on Children and Young People*, schools who engage in mindfulness are likely to see 'beneficial results on the **emotional wellbeing, mental health, ability to learn and even the physical health** of their students. Such interventions are relatively cheap to introduce, have an impact fairly quickly, can fit into a wide range of contexts and above all are **enjoyable and civilising, for pupils and staff.**'

**.b** is a 10-part course designed for use in schools for 11-18 year olds, although it can also be used equally effectively in other settings. At its most simple **.b** is an awareness-raising exercise to give all students a taste of mindfulness so that they know about it and can return to it later in life if they choose to do so. **.b** aims to help young people:

- To fulfil their potential and pursue their own goals e.g. be more creative, more relaxed, both academically and personally.
- To improve their concentration and focus, in classes, in exams and tests, on the sports field, when playing games, when paying attention and listening to others.
- To experience greater well-being (e.g. feel happier, calmer, more fulfilled).
- To work with difficult mental states such as depressive, ruminative and anxious thoughts and low moods.
- To cope with the everyday stresses and strains of adolescent life such as exams, relationships, sleep problems, family issues.

The feedback from students nationally who take part in **.b** is very positive. I would encourage you to follow the link to the [testimonials](#) page of the Mindfulness in Schools Project website where you where you can hear students speaking movingly about their experiences of developing mindfulness skills having taken part in the **.b** programme.

Should you be interested in reading further about the body of research evidence around the potential benefits of mindfulness for young people, please do have a look at the following document by Professor Katherine Weare: <http://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf>.

Further research studies regarding the benefits of mindfulness for young people but also school staff can be found on the Mindfulness in Schools Project Website: [mindfulnessinschools.org](http://mindfulnessinschools.org) - [Research](#).

I am now seeking your consent for your son/ward to complete on **online survey twice during this school year**. The survey checks out how the students feel at the beginning of the course and at the end, so as to measure the efficacy of the course as a whole. This **anonymous online survey** – participants can't be identified in anyway – measures students' sense of wellbeing and is widely used in a variety of settings. This will be very helpful informing our thinking about student wellbeing in school.

Permission for your son/ward complete the online survey twice in this school year is sought on **an opt out basis**. If you don't want your son/ward to do this survey in school survey please state this in writing by email – the decision is entirely your own as parent/guardian and you do not have offer any reasons for withdrawal from the survey, it is your prerogative.

I am conducting MSc research on the .b course with the education department of the University of Aberdeen investigating efficacy of .b with our students. The survey data will used for my MSc research and our own internal school data, monitoring and evidence purposes. This will provide very useful data to the school since student wellbeing is now a key feature of the inspection criteria.

The anonymous survey used- The Stirling Children's Well-being Scale (SCWBS) - is as follows:

Statements	Never	Not Much of the time	Some of the time	Quite a lot of the time	All of the time
<b>I think good things will happen in my life</b>					
<b>I have always told the truth</b>					
<b>I've been able to make choices easily</b>					
<b>I can find lots of fun things to do</b>					
<b>I feel that I am good at some things</b>					
<b>I think lots of people care about me</b>					
<b>I like everyone I have met</b>					
<b>I think there are many things I can be proud of</b>					
<b>I've been feeling calm</b>					
<b>I've been in a good mood</b>					
<b>I enjoy what each new day brings</b>					
<b>I've been getting on well with people</b>					
<b>I always share my sweets</b>					
<b>I've been cheerful about things</b>					
<b>I've been feeling relaxed</b>					

The Stirling Children's Well-being Scale (SCWBS) was developed by the Stirling Council Educational Psychology Service (UK) as a holistic, positively worded measure of emotional and psychological well-being in children aged eight to 15 years. Drawing on current theories of well-being and Positive Psychology, the aim was to provide a means of measuring the effectiveness of interventions and projects designed to promote children's well-being and emotional development.

If you have any further questions about the .b course, mindfulness, or the survey please contact me directly.

Yours sincerely



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