

Mindful Me and Ofsted Requirements



This document outlines how Mindful Me can have an impact in relation to Ofsted school inspection requirements.

Examples in bold are taken from the Ofsted School Inspection Handbook (August 2016).

1. Defining Spiritual, Moral, Social and Cultural Development

The passages below highlight Ofsted requirements in relation to how pupils can demonstrate their spiritual, moral, social and cultural development and how Mindful Me can help schools achieve this.

Ofsted Requirement

mindfulme Impact

Spiritual Development

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| <p>1. 'Ability to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values.'</p> | <p>All Mindful Me courses encourage pupils to reflect on potentially negative patterns of behaviour which they have developed and adopt new positive ways of behaving, therefore helping students to develop a more compassionate and tolerant attitude towards others.</p> |
| <p>2. 'Sense of enjoyment and fascination in learning about themselves, others and the world around them.'</p> | <p>All courses involve fun and interactive exercises such as mindful eating and 'random act of kindness,' to engage pupils in safeguarding their own emotional wellbeing and improving their relationships with others.</p> |
| <p>3. 'Use of imagination and creativity in their learning.'</p> | <p>Fusion® techniques such as positive visualisation encourage pupils to use rather than misuse their imagination.</p> |
| <p>4. 'Willingness to reflect on their experiences.'</p> | <p>Fusion® techniques such as the 'STOP' System™ teach pupils how to recognise and react to strong emotions such as anger mindfully and rationally, rather than mindlessly and irrationally.</p> |

1. Defining Spiritual, Moral, Social and Cultural Development (Continued)

Ofsted Requirement

mindfulme Impact

Moral Development

5. 'Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives...'
6. 'Understanding of the consequences of their behaviour and actions.'
7. 'Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.'

The Fusion® Programme educates pupils on the rational and emotional sides of the brain, encouraging them to behave rationally and positively when faced with life's challenges.

Fusion® techniques encourage pupils to think critically using the rational brain, therefore their thinking is more reasoned and undistorted by emotional hijack.

Social Development

8. 'Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds.'
9. '...Cooperating well with others and being able to resolve conflicts effectively.'
10. '...They develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.'

The Mindful Me and Fusion® Group Sessions, and Fusion® Breakthrough Days for Students involve pupils working with others to develop their social, communication and empathic skills.

All programmes teach pupils how to deal with strong emotions such as anger, sadness and anxiety, therefore helping them to resolve conflicts more effectively.

Developing an awareness of themselves and others helps pupils develop a range of essential life skills and qualities such as empathy, tolerance, compassion and a non-judgemental attitude.

Cultural Development

11. 'Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept, respect and celebrate diversity, as shown by their tolerance and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.'

The Fusion® model is a multicultural lens which counters racism and innate tribalism by encouraging pupils to regard human beings as a wider community to which we all belong.

2. Effectiveness of Leadership and Management

The information in the following table outlines criteria from the Common Inspection Framework which assess the effectiveness of leadership and management, as well as outstanding grade descriptors for this requirement and how Mindful Me supports this.

Ofsted Requirement

mindfulme Impact

CIF Criteria

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| <p>1. 'The design, implementation and evaluation of the curriculum, ensuring breadth and balance and its impact on pupils' outcomes and their personal development, behaviour and welfare.'</p> | <p>Pre and post intervention surveys; both in terms of 'on the day' feedback and a follow-up survey several months later, allow school staff to measure the impact of Mindful Me courses on pupils' development.</p> |
| <p>2. 'How effectively leaders use additional funding, including the pupil premium, and measure its impact on outcomes for pupils...'</p> | <p>Mindful Me is particularly beneficial to vulnerable groups of students such as looked after children, those with mental health needs and young carers. Pupil premium can be used to support the involvement of these students in Mindful Me courses.</p> |

Outstanding Grade Descriptors

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| <p>3. 'Safeguarding is effective. Leaders and managers have created a culture of vigilance where pupils' welfare is actively promoted. Pupils are listened to and feel safe. [...] Leaders and staff work effectively with external partners to support pupils who are at risk or who are the subject of a multi-agency plan.'</p> | <p>Targeted, individual 1-2-1 Fusion® Therapeutic Life Coaching sessions involve vulnerable pupils attending 6 X 1 hour sessions with a trained coach, therefore ensuring effective and supportive safeguarding for these pupils.</p> |
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3. Personal Development, Behaviour and Welfare

The table below presents criteria from the Common Inspection Framework which determine the effectiveness of pupils' personal development, behaviour and welfare, as well as outstanding grade descriptors for this requirement and how Mindful Me contributes to this.

Ofsted Requirement	mindfulme Impact
<p>1. 'Inspectors evaluate the experience of particular individuals and groups, such as pupils for whom referrals have been made to the local authority (checking how the referral was made and the thoroughness of the follow-up), pupils who have special educational needs and/or disabilities, children looked after, those with medical needs and those with mental health needs.'</p>	<p>Schools can use Mindful Me courses, and particularly the targeted 1-2-1 Fusion® Therapeutic Life Coaching sessions to evidence the support offered to vulnerable individuals and groups.</p>
<p>CIF Criteria</p>	
<p>2. 'Self-confidence, self-awareness and understanding of how to be a successful learner.'</p>	<p>Public Health England* have found that pupils with better health and wellbeing are likely to achieve better academically, therefore taking part in Mindful Me helps pupils to become more successful learners.</p>
<p>3. 'Following of any guidelines for behaviour and conduct, including management of their own feelings and behaviour, and how they relate to others.'</p>	<p>See 1.5 and 1.6.</p>
<p>4. 'Knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating.'</p>	<p>As well as promoting emotional health and wellbeing, Mindful Me educates pupils on improving their physical health through exercise, healthy eating and sufficient sleep for mood management.</p>
<p>5. 'Personal development, so that they are well prepared to respect others and contribute to wider society and life in Britain.'</p>	<p>See 1.10.</p>

Outstanding Grade Descriptors

<p>6. 'The school's open culture actively promotes all aspects of pupils' welfare. Pupils are safe and feel safe at all times. They understand how to keep themselves and others safe in different situations and settings. They trust leaders to take rapid and appropriate action to resolve any concerns they have.'</p>	<p>Each school has a designated Fusion® Therapeutic Life Coach who works closely with those pupils who require individual 1-2-1 sessions. All Fusion® Therapeutic Life Coaches are DBS checked.</p>
<p>7. 'Pupils can explain accurately and confidently how to keep themselves healthy. They make informed choices about healthy eating, fitness and their emotional and mental well-being.'</p>	<p>Mindful Me educates pupils on how to improve their emotional and mental wellbeing through making positive health choices such as the benefits of full spectrum light for mood management.</p>

* Public Health England (2014) 'The link between pupil health and wellbeing and attainment.'