



Impacts of a Whole-School Mindfulness Intervention on Child and Adolescent Mental Wellbeing & Relevance for Policy Actors

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Acknowledgments

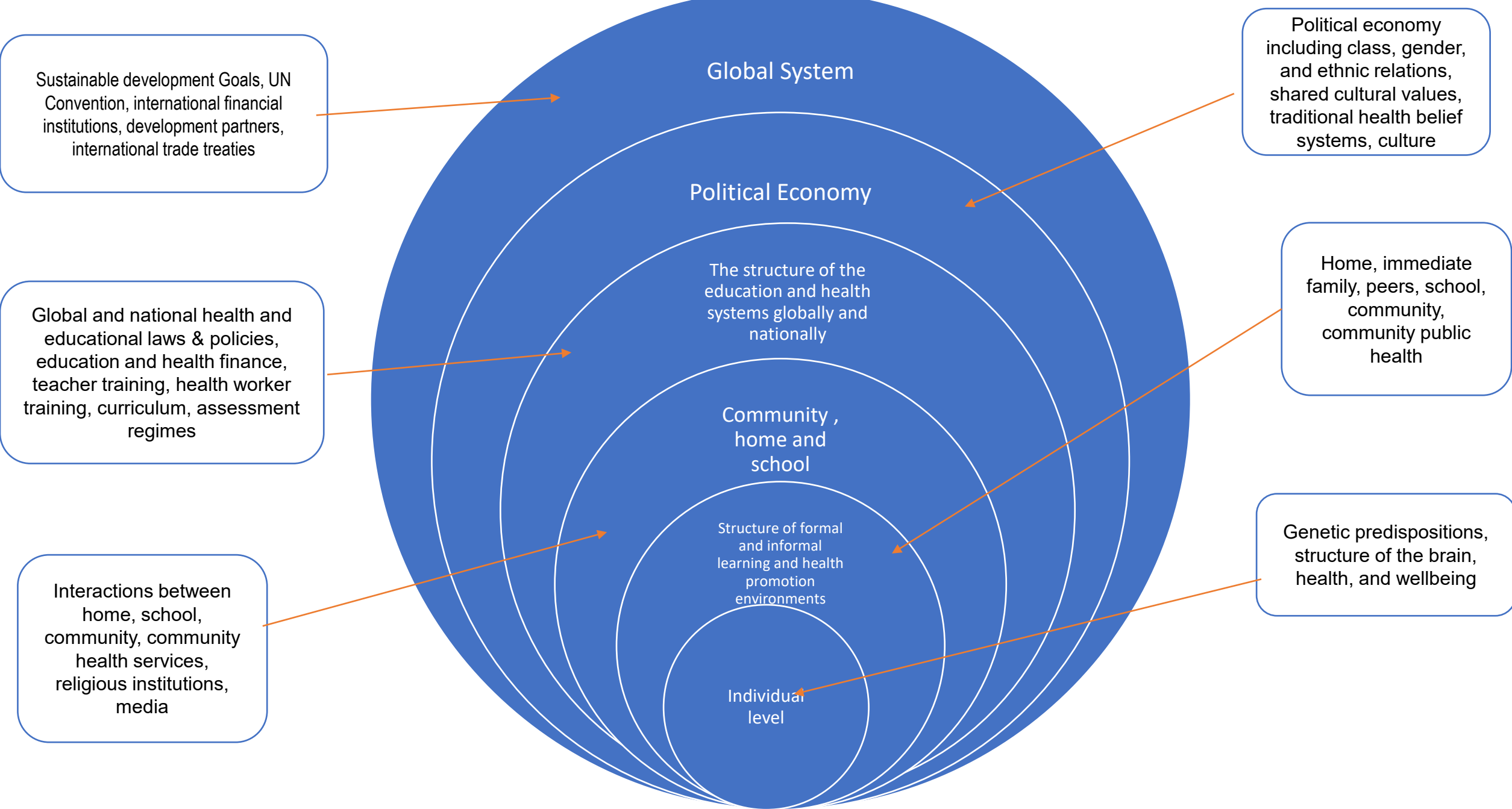
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Why children's and Adolescents' Mental Well-being should be a Concern for Policy Actors

- **Social Factors** – mental wellbeing is a biopsychosocial issue; it is a social problem that requires collective action.
 - Mental wellbeing enables children to enjoy their childhood and contributes to them developing their full-potential and becoming healthy well-adjusted citizens.
 - **Political Imperatives** – International and national legal and policy commitments including the convention on the Rights of the Child and the SDGs.
 - **Financial Interests** – reduced costs for treating mental and physical illness, reduced costs of crime and unsocial behaviour and more productive workers.
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A Laminated CA Learning and Wellbeing System



Why Schools

WHO Health
Promoting Schools
Framework

Time children and
adolescents spend
in schools



What is a Whole School Mindfulness Intervention

- All pupils in a school are taught mindfulness
- Mindfulness practices are incorporated into the school's curriculum and educational activities - not just taught in mindfulness lessons.
- Mindfulness activities are practices on a regular basis on a daily or weekly basis so that pupils' mindfulness skills are built up over time
- They aim to build a holistic and supportive learning environment that fosters pupils (and teachers) mental wellbeing. The skills that children and adolescents learn benefit them in school and in their daily lives more generally.

Why a Whole School-based Mindfulness Programme

- They work – whole-school mindfulness interventions have been shown to work and they are relatively low cost to incorporate in the school curriculum.
- They improve the mental wellbeing of pupils and teachers as well as improving the behaviour of pupils and their social skills, their physical health, and their school performance.
- They improve the school and classroom climate (relationships and values) promoting a positive culture and making classroom management easier for teachers.
- Whole school mindfulness interventions ensure that the benefits of mindfulness are sustainable.





Internal Factors

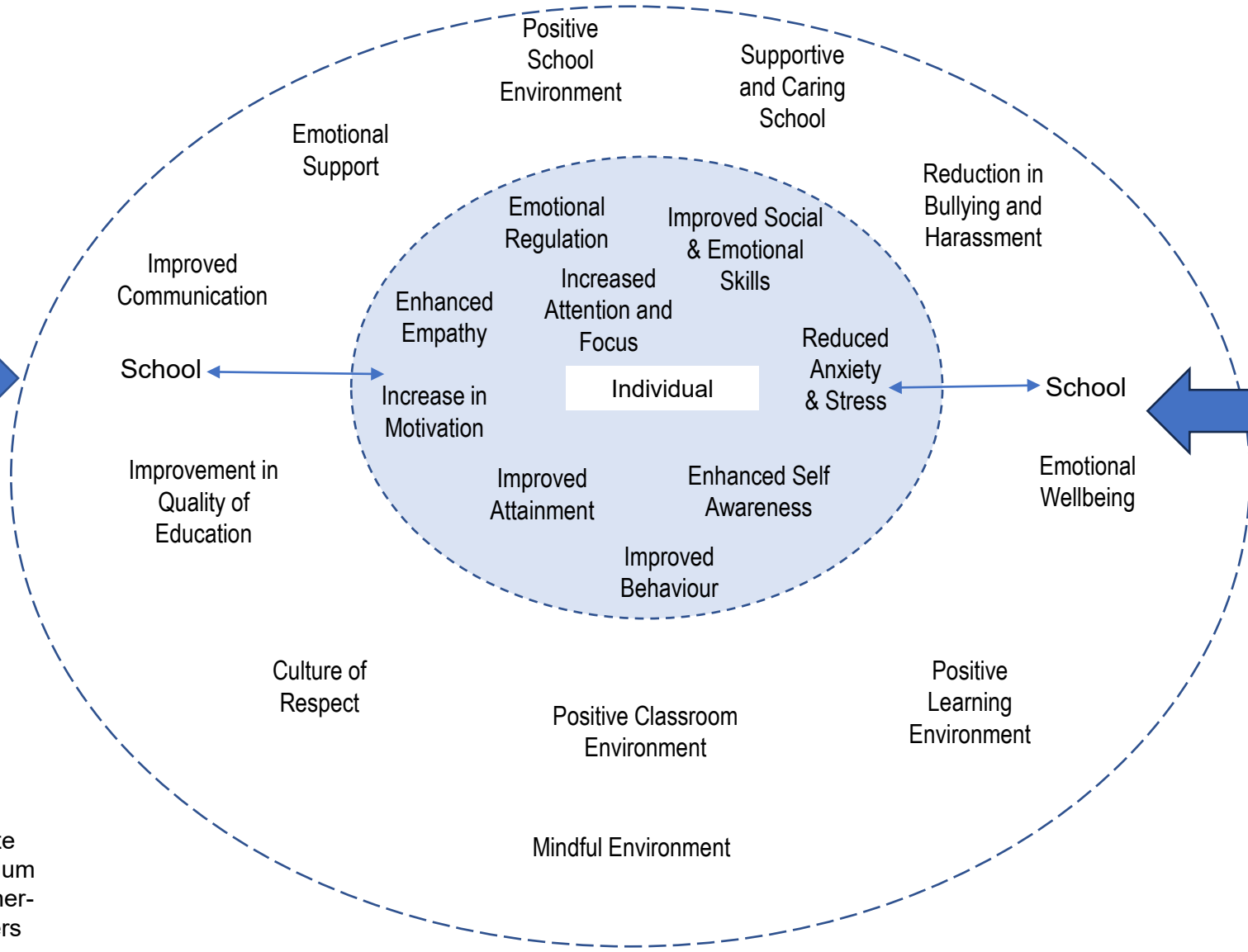
- School Size
- Teacher/Pupil Ratio
- Funding
- Leadership
- Rules and Regulations
- School Environment
- Teaching Practices
- Teacher/pupil Relations
- Peer/Peer Relations

External Factors

- Family Relations
- Local Community Relations
- Peer/Peer Relations
- Cultural Values
- Education Policy
- Education Funding
- Health Funding
- Health Service
- Development Assistance
- WHO
- SDGs

Mindfulness Curriculum

Inputs
 Trained Teachers
 Culturally Appropriate Mindfulness Curriculum Developed by Teacher-Educators & Teachers
 CBPR with Parents, Teachers, Policy Stakeholders & CAs



Improved Mental Wellbeing of Pupils

Disclaimer

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