Haslingfield Endowed Primary School

Happiness Heroes Minutes

Date: 29.9.26

Attended by: MH, RT, P, DL, BT, AM, LO, AS, AB, JL, LC, TD, JB, ZS, AA (15)

Agenda	Discussion
1. To welcome all members	All children introduced themselves and got their happiness hero badge. They shared why they wanted to be happiness heroes.
2. To agree the purpose of Happiness Heroes	Pupils discussed the purpose of the Happiness Heroes and agreed that their role is to help make the school a positive and supportive place for everyone. The group felt that Happiness Heroes are important because they: • Help to make people feel happy and included. • Encourage healthy habits and positive wellbeing. • Promote and model the school's SPARKLE values. • Support pupils who may need someone to talk to. • Help create a friendly, kind and welcoming school environment. Pupils agreed that they want the school to be a happy, kind place where everyone feels listened to and valued.
3. To agree the role of a Happiness hero	Be positive role models for kindness and respect. Help collect ideas from pupils. Support and organise happiness projects. Promote wellbeing across the school.
4. To share some initial thoughts and idea on what the actions this year	**Happiness Jars** • Each class will have a Happiness Jar. • Classes earn counters when demonstrating kindness, teamwork and respect. • Any member of staff can award a counter.

	• When the jar is full, the class receives 20 minutes of enrichment time or another agreed reward. • They suggested the following rewards: outside time, extra computing time, ipad time, Playdough/putty, art activities. **Kindness Postbox** • A postbox will be placed in the library. • Children can post kind messages, pictures or thank-you notes to friends and staff. • Happiness Heroes will collect messages weekly. • Messages will be delivered on Fridays. **Pupil Voice** • Happiness Heroes will gather ideas from other pupils about ways to improve happiness and wellbeing in school. • This may be done through a survey, suggestion box or class discussions.
5. Actions	• Design and create postbox • Decide how kindness mail will be collected and delivered. – Wednesday? Mid-week as a pick me up, already a lot of excitement on a Friday so… • Gather other pupil ideas about wellbeing • Tell other classes about a happiness jar, create or purchase these • Agree rewards for the full jars

Next Meeting:

- Review how the Kindness Postbox is working.
- Review progress of Happiness Jars.
- Discuss pupil suggestions and choose the next project.

My Happy Mind Pupil feedback:

Overall, pupils spoke positively about the My Happy Mind programme, with the majority enjoying the lessons and activities. Out of 15 pupils spoken to, 14 said they enjoy My Happy Mind lessons, while 1 pupil was unsure about the purpose of learning about the brain and found this aspect confusing.

What pupils enjoy:

- Year 2 pupils commented that they enjoy using the journals and find them helpful.
- Several pupils said they like the Happy Breathing activities as they help them to feel calm and focused.
- Pupils generally reported that they enjoy learning about wellbeing and strategies to support their emotions.
- KS1 commented that they enjoy being introduced to the teddys.
- They enjoy the videos and the characters on the my happy mind program.

Suggestions for improvement

- Some Year 6 pupils felt that the journal activities do not always link clearly to the lesson content, so they struggled to see the connection between the two.
- One pupil suggested having additional ways to relax, alongside Happy Breathing, such as:
    - Quiet reflection time
    - Meditation activities
    - My Happy Mind colouring sheets
    - Other calming mindfulness activities

Next Steps

- Review the links between Year 6 journal tasks and lesson content to ensure pupils can clearly see the purpose of each activity.
- Explore introducing a wider range of calming and mindfulness strategies, including colouring, meditation, and quiet reflection time.
- Revisit and reinforce the reasons for learning about the brain so that all pupils understand how this knowledge can support their wellbeing and learning.