

The aim of BESA

To be a **HAPPY** school in  
which everyone is **SAFE**,  
treated with **RESPECT** and  
encouraged to **LEARN**.

# The importance of Happiness

“The best predictor of whether a child will become a satisfied adult is not their academic achievement but their emotional health in childhood....

“the evidence is clear – if children are happier, that is also good for their intellectual development.... Conversely, low well-being is linked with worse performance at school.”

Helliwell, John F., Richard Layard, and Jeffrey Sachs, eds. 2015. *World Happiness Report 2015*. New York: Sustainable Development Solutions Network.

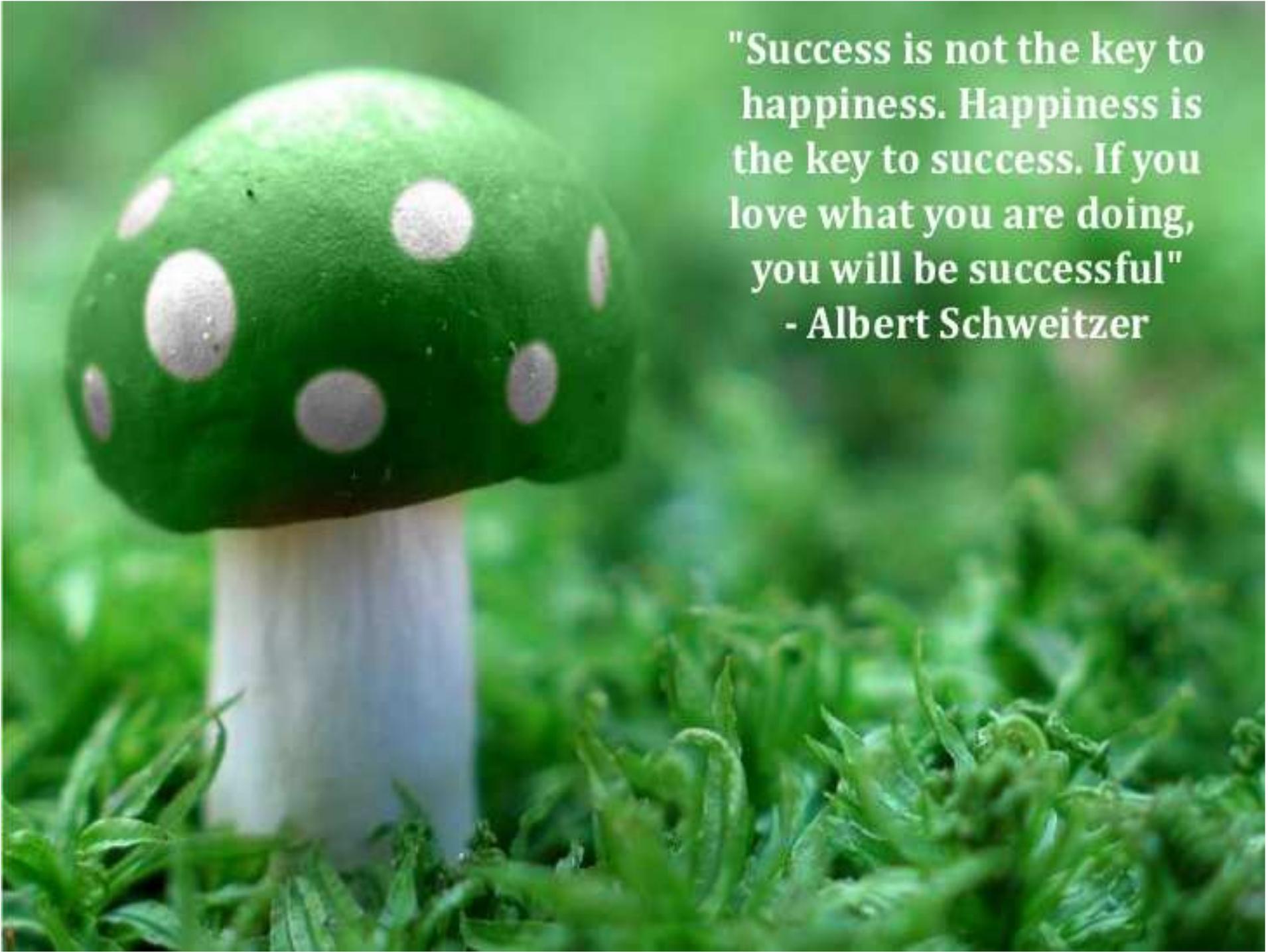
“it is this author’s hope that educators will work with academic learning and happiness together to optimize their students’ current quality of life in school as well as to promote future vocational and life success. Surely, “the good life” for students includes both. In short, happiness matters in school.”

**Students and Their Schooling: Does Happiness Matter?**

*By Scott Huebner*

*National Association of School Psychologists*

<http://www.nasponline.org/publications/cq/39/2/HappinessMatter.aspx>

A vibrant red mushroom with white spots growing in a lush green forest setting. The mushroom is the central focus, with its bright red cap and white stem standing out against the dense green foliage. The background is a soft, out-of-focus forest scene, creating a sense of depth and natural beauty.

**"Success is not the key to happiness. Happiness is the key to success. If you love what you are doing, you will be successful"**  
**- Albert Schweitzer**

## Happiness classes should become part of the school curriculum new study suggests



Ten per cent of all of Britain's young people suffer from some form of mental health problem

**JACK SIMPSON** | Tuesday 08 July 2014

HOME » NEWS

## All children should receive weekly 'happiness' lessons from the age of five

Major new report says every child in Britain should receive a weekly lesson in how to be happy, and schools should stop acting as 'exam factories'

 12K  1K  100  584  14K  Email



The professors say that modern lifestyles are heaping too many pressures on children, without taking care of their development



By Laura Donnelly, Health Editor

10:00PM GMT 14 Feb 2015

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Children of all ages should be given an hour's "happiness lessons" every week to nurture their development and stop schools behaving as "exams factories," a major report will warn this week.

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[Laura Donnelly »](#)

In More

## England named 'second worst nation' for child happiness



Bullying, lack of self-confidence and poor body image are among the factors that pushed England into second last in an examination of childhood happiness

EMILY DUGAN | SOCIAL AFFAIRS EDITOR | Wednesday 19 August 2015



Children in England are so unhappy with their lives that only South Korea ranks lower for childhood well-being, research from the Children's Society has found.



THE TIMES

## Letters to the Editor

News | **Opinion** | Business | Money | Sport | Life | Arts

21<sup>st</sup> August 2015

*Sir, It is no surprise that British children report low levels of happiness (Aug 19) when they have grown up in a culture that promotes competitiveness over cooperation and enjoyment. The good news is that in parallel with these findings, current research into the skills employers will require in the future identifies problem-solving, team working and communication as the most important skills. Perhaps we are about to wake up to the idea that working together will not only make for a more effective workforce but for greater happiness as well.*

*Clarissa Farr  
St Paul's Girls' School, London*



# ANNUAL CONFERENCE 2015

## In Good Heart: Developing Healthy Schools

Monday 28 - Wednesday 30 September

Celtic Manor Resort

### Helen Skrine, Vice-Chairman

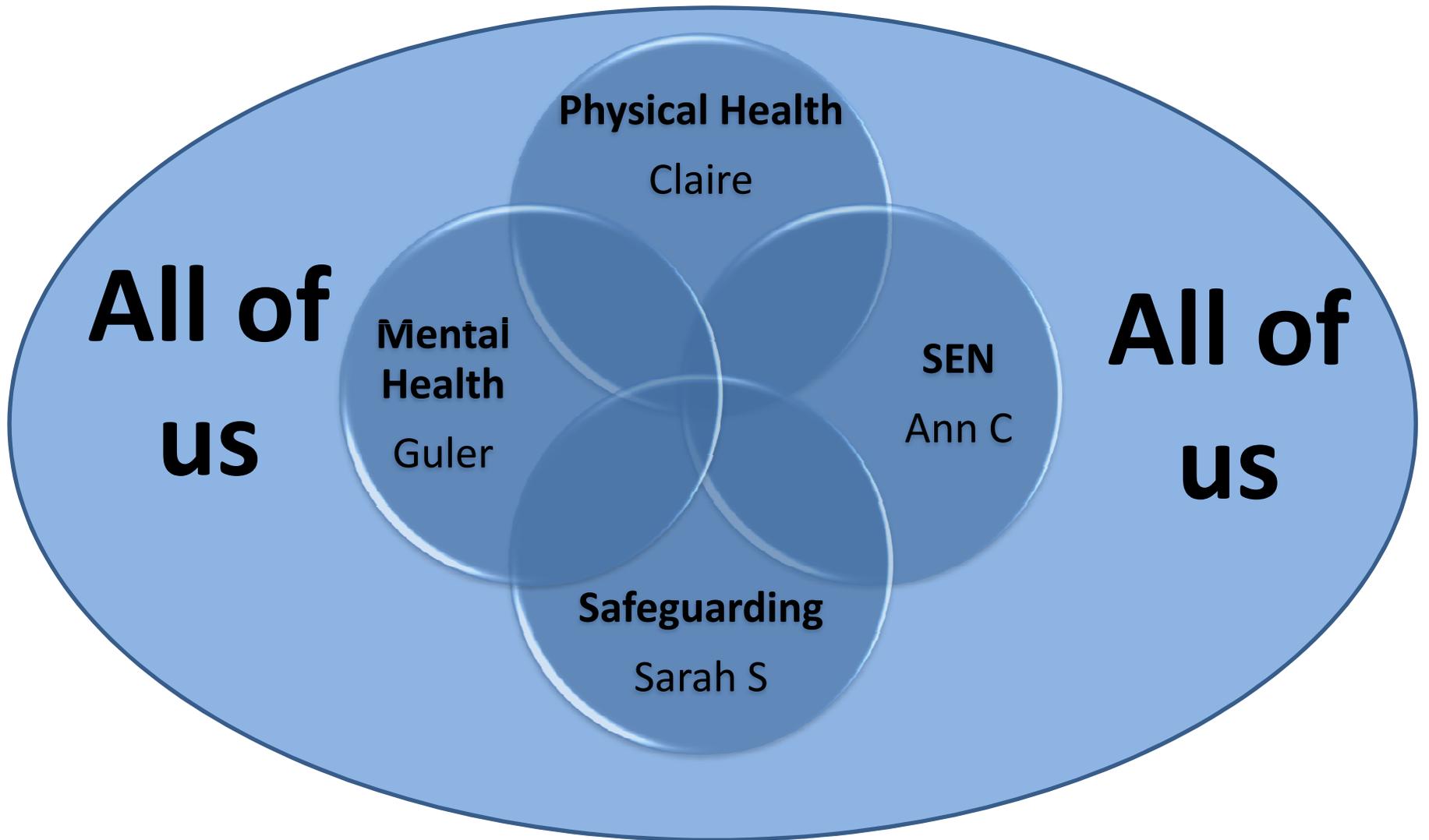


**Is your school in good heart? This is the focus of our forthcoming conference to be held at the luxurious Celtic Manor Resort in Wales. We expect a huge turnout as we debate and discuss how we might promote health and happiness in our schools at a time when our curriculum is facing a period of unprecedented opportunity and diversity; when mental health is emerging as a key consideration for all our schools; when international and national economies present ongoing challenges as we seek to lead a healthy business and when the pressures of leadership are ever demanding.**

# World Happiness Report 2015

The well-being of pupils should be an explicit objective of every school. Schools should have a well-being code (including mutual respect, kindness and play) to which all teachers, parents and pupils subscribe. This should stress the importance of praise rather than criticism.

The fundamental aim in teacher–pupil relationships (as in parent–child relationships) should be to use praise and positive incentives rather than violence or harshness. Children should be encouraged always to live up to the standards of their better selves.



**All of  
us**

**Mental  
Health  
Guler**

**Physical Health  
Claire**

**SEN  
Ann C**

**All of  
us**

**Safeguarding  
Sarah S**

MindEd is a free educational resource on children and young people's mental health for all adults.

 Follow @MindEdUK



### Common problems

Explore the issues that affect the emotional wellbeing and mental health of children and young people.

[Explore Now](#)

### MindEd Programmes

Browse our programmes to find e-learning at the right level for you, for example, Counselling MindEd.

[Browse all Sessions](#)

### Sign Up Now!

The best way to use MindEd is by creating a learning account. This helps us recommend specific learning paths and allows you to track your progress.

[Create a MindEd account](#)

Parents, and young people, are very welcome to use these resources but please be aware that MindEd has been designed for anyone working with children and young people.

Throughout the MindEd site we make use of images and videos. In all cases, except where specifically noted, these images and videos use actors and are not intended to represent any specific person.

MindEd is created by the following organisations and is funded by the Department of Health

[http://www.ted.com/talks/shawn\\_achor\\_the\\_happy\\_secret\\_to\\_better\\_work?language=en#t-304718](http://www.ted.com/talks/shawn_achor_the_happy_secret_to_better_work?language=en#t-304718)

- “What we found is that only 25% of job successes are predicted by I.Q., 75 percent of job successes are predicted by your optimism levels, your social support and your ability to see stress as a challenge instead of as a threat.”
- “Because dopamine, which floods into your system when you're positive, has two functions. Not only does it make you happier, it turns on all of the learning centers in your brain.”

- “If you can raise somebody's level of positivity in the present, then their brain experiences what we now call a happiness advantage, which is your brain at positive performs significantly better than at negative, neutral or stressed. Your intelligence rises, your creativity rises, your energy levels rise.”
- “Your brain at positive is 31% more productive than your brain at negative, neutral or stressed.”

Happiness is contagious; surrounding yourself with happier people will make you happier too.



[wtffunfact.com](http://wtffunfact.com)

# Daily interactions

## What NOT to do

- Yelling at children
- Using sarcasm
- Belittling children
- Labelling children
- Make absolute judgements
- Have favourites

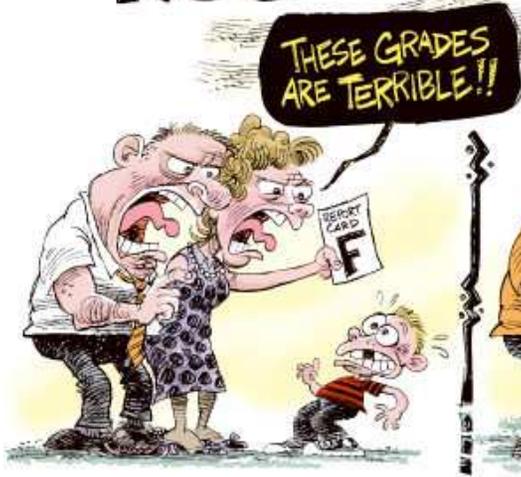
## What to do

- Greet them
- Treat children with respect
- Listen to children
- Label behaviour
- Allow for development
- Be consistent

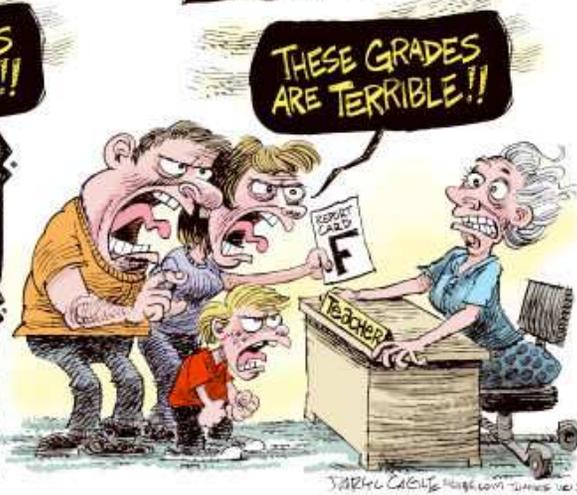
*the importance of praise rather than criticism.*

*Children should be encouraged always to live up to the standards of their better selves.*

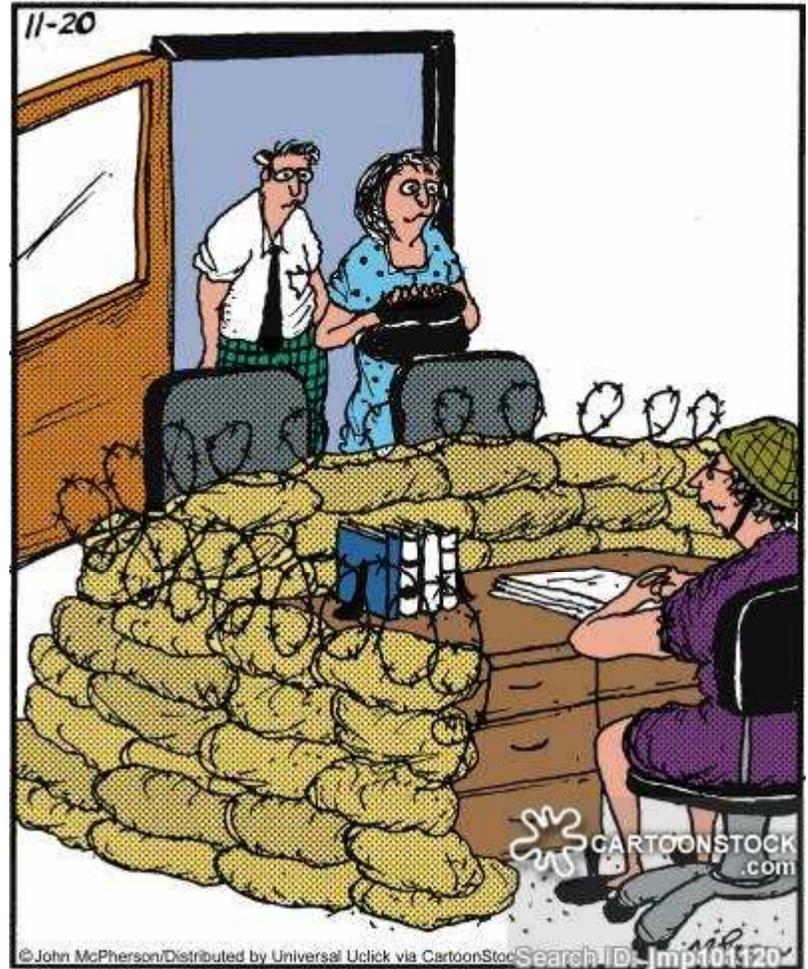
1960



2010



"He doesn't do his homework and is disruptive in class. Okay, so what's your point?"



A veteran of hundreds of parent-teacher conferences, fifth-grade teacher Sheila Wurtz was prepared for anything.

# Daily interactions: adults

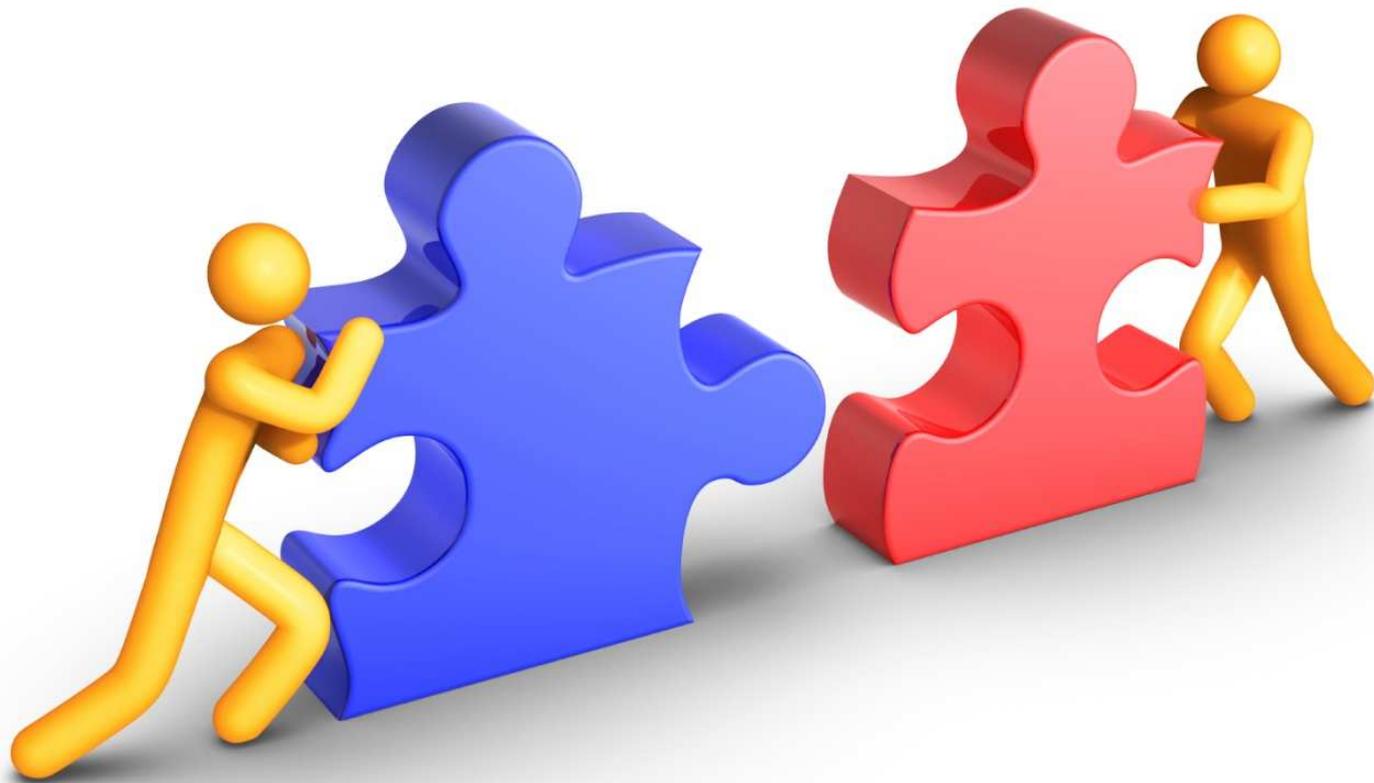
## What NOT to do

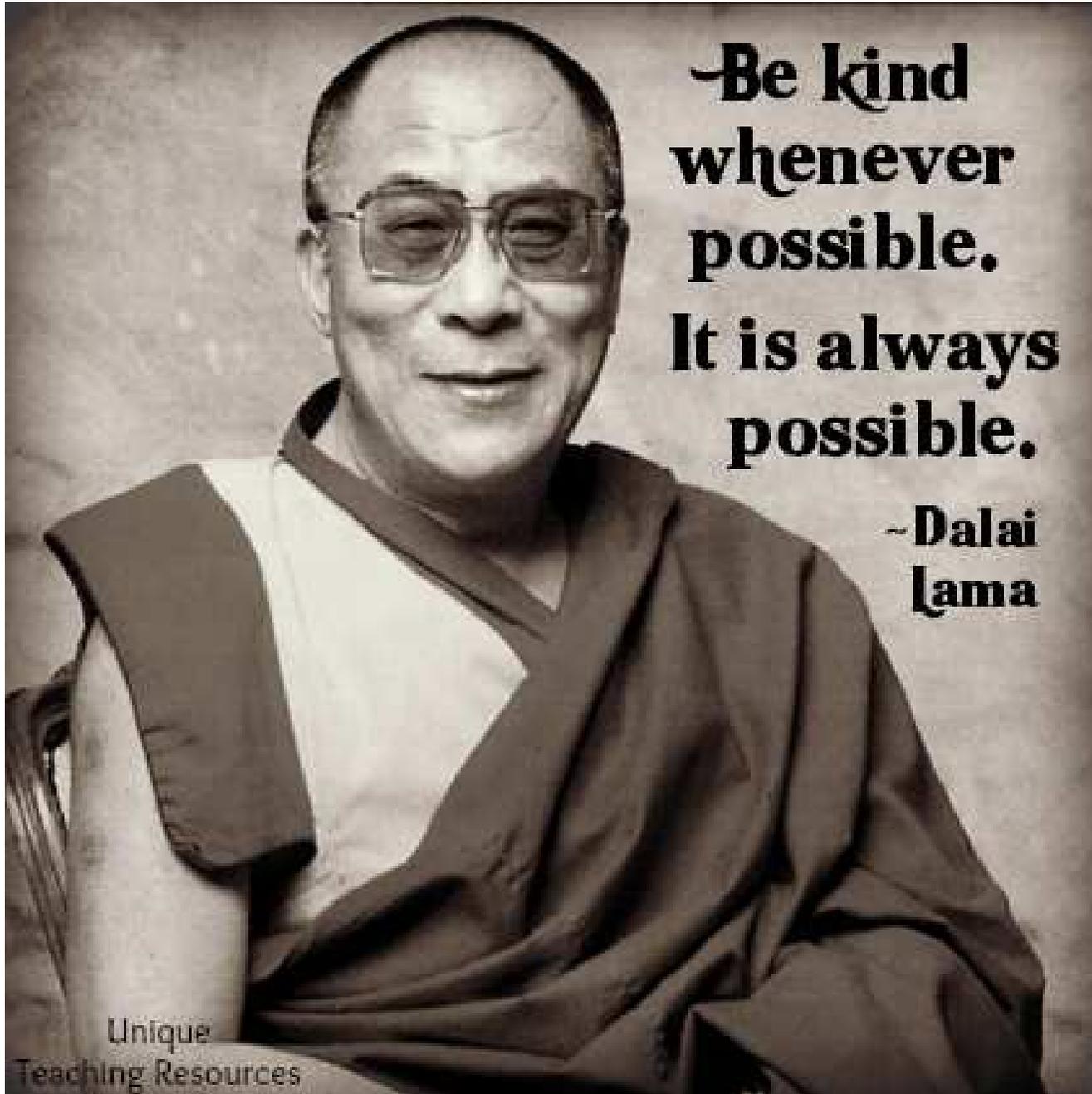
- Yelling
- Ignore
- Using sarcasm
- Belittling
- Labelling
- Make absolute judgements
- Have favourites

## What to do

- Greet others
- Treat with respect
- Listen to them
- Label behaviour
- Allow for development
- Be consistent

# COLLABORATION



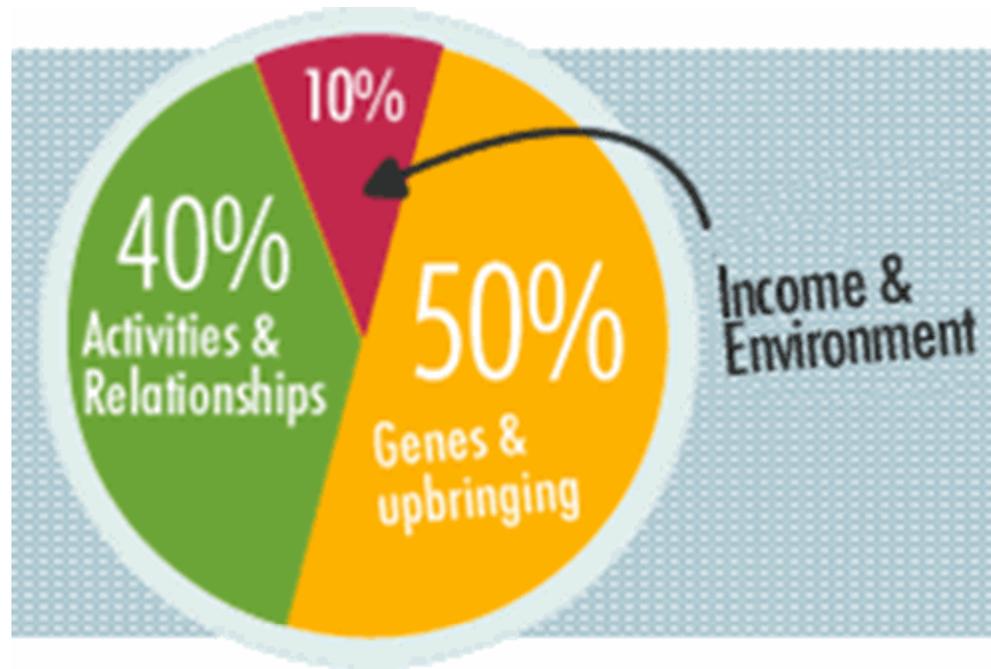


**Be kind  
whenever  
possible.  
It is always  
possible.**

**-Dalai  
Lama**

# World Happiness Report 2015

Schools need an ethos that promotes children's well-being and identifies children who are languishing; but they should also devote at least an hour a week to education in life skills. Children and young people need to learn how to understand and manage their own emotions, understand others and care for them, manage their sexual relationships responsibly, eat and drink sensibly and avoid drugs, understand mental disorders and what can be done about them, understand parenting, manage their responses to modern media and choose positive life goals.



## **Our happiness is not set in stone**

Although our genes influence about 50% of the variation in our personal happiness, our circumstances (like income and environment) affect only about 10%.

As much as 40% is accounted for by our daily activities and the conscious choices we make. So the good news is that our actions really can make a difference.

<http://www.actionforhappiness.org/why-happiness>