

Wellbeing & SMSC

Aims Statement



Teacher: Class teacher & Mrs Fleming our School Counsellor

Time per week: Reflection takes place every day

Nurture sessions aimed at KS1 and KS2 classes who have been identified as having particular need.

Homework: Mrs Fleming's Wellbeing Google Classroom

Enrichment activities:

Autumn- Wellbeing Ambassadors are chosen and come to termly Pupil Wellbeing Committee meetings.

Spring - Mental Health day - Feb each year - activities and assemblies encouraging us all to think about our mental health and wellbeing.

Summer - Regular Wellbeing Ambassador meetings.

INTENT

Our commitment to wellbeing and promoting positive mental health is paramount to our holistic view of children at school. We aim to model ways of being compassionate to ourselves and others and to tune into thinking and talking about our emotions.

We try to encourage children's emotional articulacy and to contain many of the strong feelings that occur on a daily basis and offer a robust environment in which they can access support emotionally.

We aim to use language that is not too rigid and black and white and to help children access Growth Mindset, whereby they can think about how to achieve their maximum potential and not be restricted by negative Fixed Mindsets.

IMPLEMENTATION

In KS1 We have daily reflections where the children can relax and have a moment to re-engage their 'logical' part of their brain to prepare for learning and to calm themselves and focus. Year 1 has a small nurture group per term where children can participate in small group work - checking in with how we are feeling, listening to one another and expressing ourselves creatively through art, drama and movement.

In KS2 We have daily reflections to calm down and re-engage after break times and lunch and to ensure that our focus is back into learning and being in an optimum state to absorb teaching, whilst feeling calm and mindful.

In Year 6 we have small nurture groups to help the children think about their transition to a senior school environment and the challenges of moving on. This also helps consolidate their friendships and model talking about how we feel. We also learn about common psychological issues such as the 'Inner Critic'.

We offer 1:1 counselling sessions on a referral basis to children who may need a little extra space and support at any time.

We offer a phone drop in support to parents if they want to talk through any concerns with the School Counsellor and the Counsellor writes a termly blog around a theme about mental health and how to help ourselves and our children when facing life's emotional challenges.

We have a team of Wellbeing Ambassadors who meet termly to think about how to promote the messages of wellbeing around the school. These Ambassadors look out for children on the playground and around school and pupils know that they are there to talk to, should they so need.

We try to implement ways of being visible around school, through posters, inspirational quotes and a Wellbeing Board where we post pictures of our Ambassadors and a weekly Wellbeing message.

IMPACT

We keep regular checks on our children so that we all communicate any issues that may be current.

Parents and children know that we can contain in school some of the daily anxieties and we feel both will come to talk to us about issues.

The Deputy Head teacher and School Counsellor host assemblies to the school on wellbeing and we offer CPD to staff on mental health issues and topics. We offer termly parent information evenings, where we talk about a range of things, from anxiety to sleep issues.

The Headteacher, Deputy Head and School Counsellor meet weekly for a pastoral meeting to discuss any specific children that may need a little extra help and support and to check in how the

school is maintaining its commitment to our positive mental health and wellbeing.

We check in with children to find out how they are and how we can help their wellbeing. We offer 'bubble boxes' in each class so that children can write down anything that might be worrying them that the teacher can then look at and respond to.

Each child can nominate a designated adult, who is someone in school that they could talk to if they felt the need - and this list is distributed and available to all staff so that we know who the child has chosen as their go to person.

We teach regular PSHE sessions, where we can talk about a range of subjects pertaining to our physical and emotional wellbeing.

Children fill in forms about their well being pre and post a nurture term to see how they are feeling in school generally.