

Mental Health and Well-being



Shinewater Primary School

Mental Health and Well-being

Positive School Culture

At Shinewater Primary School we encourage a positive school culture that ensures pupils receive a broad and balanced curriculum as well as promoting the positive mental health and wellbeing of our pupils, staff and community. We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement.

It is important that there is a clear and agreed ethos and culture that encourages value and respect to all and which runs throughout the school from all members of our community.



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It is important that all children feel:

- ▶ Valued and listened to and feel comfortable sharing any concerns or worries
- ▶ Have a true sense of belonging
- ▶ Are able to form and maintain positive relationships
- ▶ Are encouraged to be independent learners and individuals
- ▶ Are able to develop emotional resilience and to manage setbacks
- ▶ Are taught life skills including managing their emotions and feelings
- ▶ Can celebrate differences
- ▶ Can celebrate their own and other people's achievements
- ▶ Their own sense of value – ensure children know they count



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Pupil Voice

- ▶ A School Council and 'Gather Assemblies' allow all children, regardless of their own personal needs, to have the opportunity to voice their opinion, or make choices, so that they feel more in control and part of decisions that are made within school.
- ▶ It can be common for pupils with SEND to feel as though they don't have control over their surroundings, or be sensitive to their environment. This can cause the pupil to feel stressed. Pupils are helped to feel more in control by giving them some choices for approaching work or things they find challenging. Giving all pupils the opportunity to express their opinions in class discussions.
- ▶ Children feel listened to. Children know that they can talk to an adult if they are upset and that the adult will listen and help address any issues appropriately and with support if needed. Children have 'trusted adults' to 'check in' with when they need a little bit more support and safe places in school are identified for them to go to if they need some time out.

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Sense of Belonging

Social skills and nurture groups

- ▶ At Shinewater Primary School, weekly social skills groups and friendships groups are run to help support children who struggle to forge and maintain positive relationships with their peers. This allows the opportunity for staff to model taking turns, winning and losing, whilst encouraging and supporting the children through games and other exciting activities.
- ▶ In addition to this, some children are invited to attend a lunchtime nurture club if they are struggling to engage with their peers at lunchtime. Sometimes they feel lonely or just don't like being outside in big, open spaces where there is lots of noise and sensory overload. The children play board games together to ensure that they have an enjoyable lunch break and can return to class, relaxed and ready to learn. Ensuring that the children have other children to play with and chat with them supports children to mix with their peers and allow them to have emotional connection and friendship – both of which are crucial for the positive mental health of all children.

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Peer Mentoring

- There is also a Peer Mentoring approach programme which has been very successful since its introduction. Older children take the responsibility, under adult supervision, of developing a relationship with others as either a one to one situation or group. They are encouraged to talk, listen and to feel they are a valued member of our school community.

Special Events

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We actively take part in fund raising activities to not only allow our children to have a sense of belonging to something beneficial for others, but also to help other people. This has included: Race for Life, where children from our Thrive classroom organised the whole day really successfully, Harvest Festival to collect food for our local food bank, Children in Need, Christmas jumpers. All these worthwhile activities give our whole community a real boost and sense of worth and belonging.

All these social groups give children the opportunity to:

- Learn to socialise
- Discuss any concerns they might have
- Make friends outside of their immediate classroom environment
- Enjoy their lunchtimes and break times
- Return to class ready to learn



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- ▶ We encourage all children to work and socialise independently. Sometimes they may need support to help them access the learning. However, we also feel that it is important for them to have work scaffolded so that they feel the sense of independence and success with achieving something independently.
- ▶ Year 6 pupils are chosen to be Prefects and they have a variety of roles and responsibilities that they carry out throughout the school day. This includes monitoring corridors before and after lunchtime and assemblies to ensure all children walk sensibly and quietly. This gives the Year 6 children a sense of independence and responsibility which provides them with the life skills they need as they transition to secondary school.
- ▶ When new children arrive at school, other children are used as mentors to support them to settle down into a new school and classroom with new routines and expectations. This also gives new children a sense of 'belonging' as they have people to play with at lunch times and play times.
- ▶ All aspects of SEMH are discussed and shared through assemblies throughout the year.

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Celebrating Achievement

Any achievements at school and outside of school are celebrated through:

- Certificates and prizes being given out in 'Celebration Assemblies' each week and parents/carers are invited to be part of this celebration
- Good attendance is celebrated every term
- Sharing exciting news with our community through our School Newsletter
- Children achieve 'Privilege Cards' for completing a particularly good piece of work, being kind to others, being helpful – doing something that shows how well they follow our Rainbow Rules
- Children sharing work to be proud of with senior members of staff
- Achievements outside of school being shared within school and celebrated
- Encouraging children to learn from their mistakes and see these as positive

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Further In-house and External Agency Support

- Bespoke Learning Lodge provision
- 1:1 Thrive Sessions
- Daily Sensory Circuits
- Weekly Therapy Dogs
- 1:1 Counselling provided by the school counsellor
- Triple P parent groups
- ESBAS and Educational Psychology service
- Family Support Worker

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Positive School Culture

As a community school, we are also aware of our responsibility to the families of our children. As well as offering support through our Mental Health First Aiders within school and Mental Health Champions, there are a number of organisations which offer support for all ages who we encourage our families to contact.

During 2019, Shinewater School will be working on a new Careers and Aspirations Project to give children the knowledge that they can aspire to anything they want to in life.

These include:



Boingboing co-produced resilience research and practice – Boingboing

<https://www.boingboing.org.uk/>

Boingboing work with and alongside children, young people, families & adults exposed to social disadvantage & inequalities.



<https://www.nhs.uk/conditions/stress-anxiety-depression/mental-health-helplines/>

The NHS provide many mental health organisations for all ages.



As a school, we offer Triple P meetings which offer an opportunity to share and seek advice on site.

Ways to mental health and wellbeing -

