

Whole School Approach to Wellbeing & Mental Health

Wellbeing is, in broad terms, “**feeling good and functioning well**” (DHSC, 2014)

Wellbeing can be both:

- **Subjective or personal :**
 - Life satisfaction
 - Positive emotions
 - Sense of purpose and meaning
- **Objective:**
 - adequate food, physical health, safety, education and learning, finance, relationships

Contributors might include:

- **Physical health** and staying fit
- **Social belonging** and inclusion
- Feels that they function well **emotionally**
- **Spiritual** that they have an integrated meaning to their life
- **Intellectual** that they are open to learning and ideas, experiences and challenges
- **Economic** that they are free of unduly stressful financial pressures

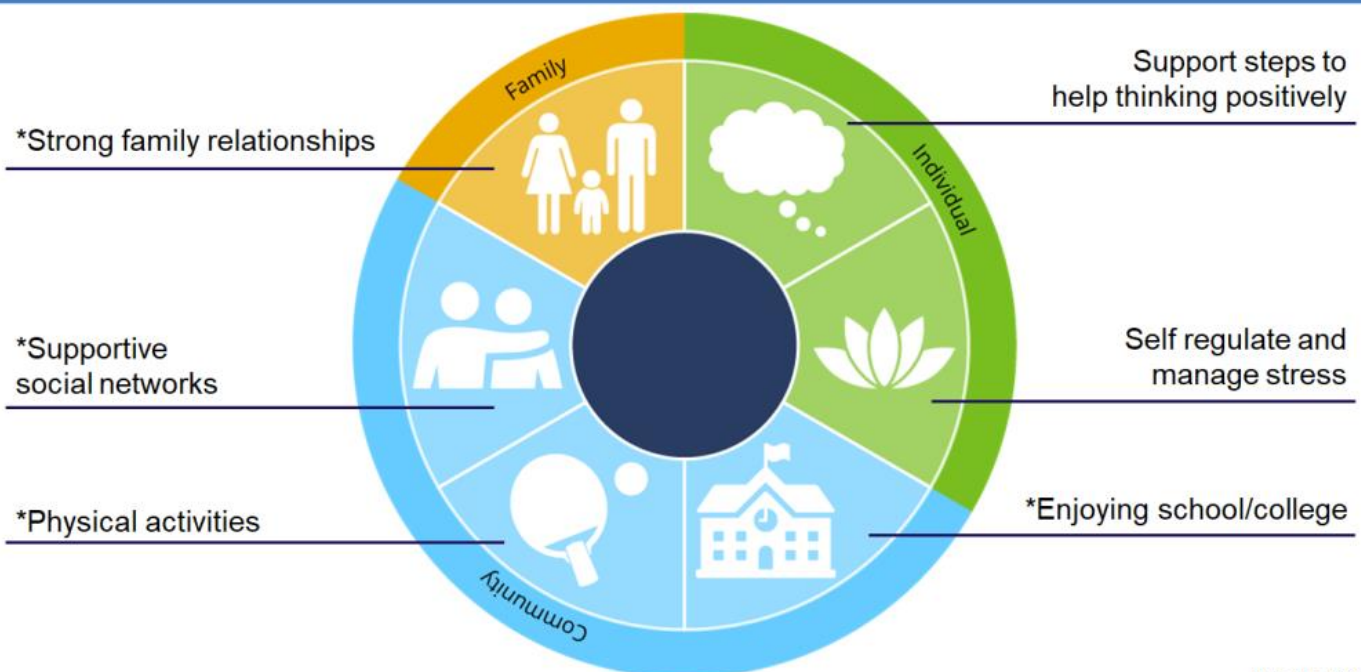
- Students **learn** best
- Education staff **teach** and relate best
- Parents and carers **parent** best



when they have a sense of wellbeing

Wellbeing improves as resilience increases therefore we work hard to develop and encourage both students and staff's resilience.

How Can We Learn To Be More Resilient?



(Masten 2014)



Curriculum, teaching and learning

- We have invested in Heart Smart. This supports the teachers to deliver a comprehensive PSHE curriculum. As part of the curriculum we have introduced 'Heartfulness'. Each class completes a daily mindfulness activity which emphasises the importance of looking after mental health.
- Core Curriculum skills. We have developed a set of skills which we believe are important for a learner to be successful. As a staff team we have set out a clear progression of these skills from YR to Y6. The teaching of these skills are incorporated into each topic. Our aim is for the children to become successful learners as they progress through the school.

Student Voice

- We have an active School Council who share popular thoughts and opinions from their class with the Headteacher on a half termly basis. They have a project each year, that they have decide upon to improve the school. Last year they developed the school grounds and designed and helped create the Lockerley School Garden.
- In each class we promote pupil voice with worry bags. These are followed up by a member of staff weekly.

Staff Development

- Leadership team places a lot of emphasis on staff development. There is a carefully planned CPD programme which is designed to be in line with the School Improvement Plan and staff performance management. This involves in-house led training and outside agencies led training.

- Staff have access to professional and wellbeing coach and website support
- Leadership ensure performance management and pupil progress happen within the school day so not to take up teachers time after school
- Only 10 staff meetings planned a term
- PPA is given to staff in teams to encourage collaboration

Identify need and monitoring impact

- Regular pupil progress meetings allow teachers to monitor impact and need at regular intervals.
- Teacher ongoing assessments monitor pupil progress

Working with parents/ carers

- Working with our parents is a priority and therefore we have made the significant investment to employ a Family Support Worker who is available to work with families for example on parenting and behaviour, and identifies key families to support through conversations with school staff for example on attendance. We regularly sign post families to the family support worker as a strategy for early help.

Targetted support

- Regular pupil progress meetings are held between the class teacher, LSA, SENDCo and HT to discuss individual learning and pastoral needs. With all key members of staff involved in discussions we are able to make any relevant referrals to outside agencies.

Ethos and Environment

- Our ethos at school is underpinned by our 3 school Christian Values of Love, Courage & Respect. These values are the theme to our weekly collective worships both as a whole school and in class.
- Our Behaviour Policy is built upon restorative practice which promotes strong relationships and the ability to manage and regulate stress.
- We place a strong emphasis on physical activities. We use Stormbreak daily which helps to improve children's mental health through movement. In order for children to be fully engaged, listening and learning then we need to get them moving by building in time to break up lessons where they are sitting for too long so the children can achieve their full potential in that lesson.
- We are very aware about the importance of the natural world on senses to improve our mental wellbeing. We therefore worked with the school council to develop our school grounds. The children wanted a colourful, calming space which allowed for quiet, reflection areas as well as places to explore and get 'up close' with nature. With the collaboration of the school council and other members from our school community we designed and planted our Lockerley Garden. Within the garden there is a 'Peace Pole' which was designed and made by Y6 pupils. It is a space for the children to go for a time of quiet and reflection.

