

Denmead Infant School

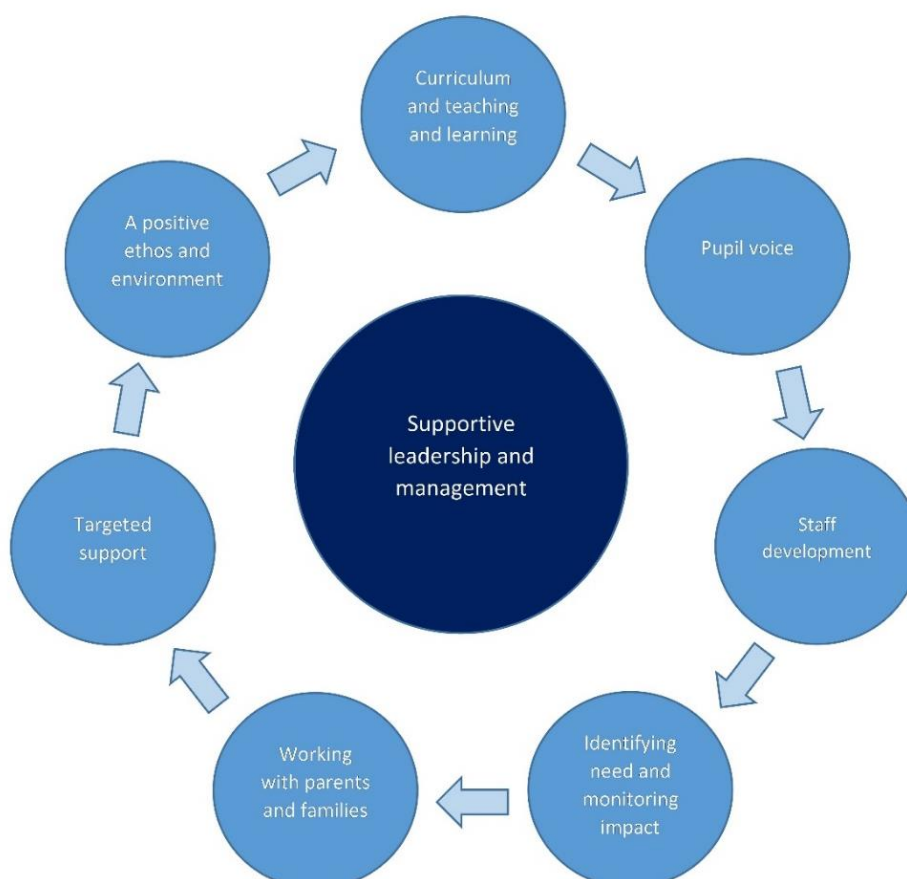
Provision for the development of emotional health and well-being

Our curriculum aims, values and visions lay at the heart of all our provision

Our Denmead Infant Curriculum Aims	Happy together Secure relationships and exemplary pastoral care		Growing together Irresistible learning environments where adults and children thrive on challenge		Aiming high Achieving excellence for all	
Values to ensure a learning adventure	 Resilience	 Independence	 Courage	 Creativity	 Collaboration	 Respect
Our vision for all of our children	We are empowering our children to be confident individuals who are able to lead safe, healthy and fulfilling lives		We want our children to grow into responsible citizens who make a positive contribution to local, national and global communities		We enable our children to develop skills, knowledge, understanding and enjoyment that sustain a lifetime of successful learning	

We recognise that in order for our children to flourish in their learning and for our vision to be realised, we must ensure that the emotional needs of our children are met, that we take care of our staff and provide support to our parents and carers.

In developing our provision for well –being education, we have applied the eight principles contained within ‘Promoting children and young people’s emotional health and well-being’ published by Public Health England and the Child and Young People’s Mental Health Coalition.



Further information on each element can also be found in other school policies such as those for Teaching and Learning, Relationships and Health Education, SEN, Safeguarding and Child Protection, as well as our Curriculum for Learning document and curriculum planning. The purpose of this document is to draw together all these strands to show how they come together to support the well-being of our children, staff, parents and carers.

Supportive
leadership
and
management

The school has a mental health and well-being team, led by the deputy head teacher, who lead regular staff well-being sessions, as well as sharing strategies with staff for maintaining their own well-being and enhancing the well-being of our children.

Our nominated governor with responsibility for well-being meets regularly with the deputy head teacher to evaluate our provision against our curriculum for learning and this document. Well-being questions are also included within the annual staff survey, which is conducted by the governing body.

The well-being of staff and children is a standing item on the agenda for every governing body meeting.

A positive
ethos and
environment

School staff and governors work together to provide a safe working and learning environment for all, where everyone is respected and valued.

Our learning superheroes are used to develop our learning values of resilience, independence, courage, creativity, collaboration and respect. They are part of each child's every day experience both within and outside the classroom. Connections are made to experiences outside school where these values can support us all.

Through staff development activities and parent communications and events, school staff and parents are also encouraged to apply these values to their own situations.

Parents and carers are encouraged to approach the school for emotional support for themselves or their children. Then, if further support is needed we can signpost them to other agencies.

Curriculum
and teaching
and learning

Our approach to learning is sensitive to the needs of all learners, taking into account their feelings of self-confidence and self-esteem. This is especially true for children who may be vulnerable, and recognises that different children may be vulnerable for different reasons and at different times.

Through a coherent PSHE programme children are taught how to recognise, name and respond to a range of emotions. They are taught that having a range of emotions is 'normal'; children develop the skills necessary to deal with uncomfortable emotions and are given strategies to enable them to return to a comfortable emotional state.

Children are taught about the importance of both their physical and mental health; this includes the importance of a healthy diet, good sleep and how and when to seek help.

We use the Coram Life Education scheme of work for our PSHE (Personal, Social and Health Education) curriculum and have annual visits by their Life Bus. This ensures that we cover all the statutory elements of Relationships and Health Education.

We recognise that points of transition, such as starting school, moving onto the junior school or changing classes can be a difficult time for some children. We provide a comprehensive transition package for all children to minimise any anxieties they may feel.



Pupil voice

Child led conversations are encouraged and supported within PSHE sessions, allowing children to take ownership of their learning and develop skills that will support them in the future.

We use our Denmead Cycle of Enquiry to plan science and foundation subjects. This approach values children's thoughts and ideas across the curriculum.

Pupil leadership groups for children across all three year groups include our School Council, Eco-warriors, Computer Wizards, Play Leaders and Play Buddies, who all have a clearly defined 'job description'



Staff development

We seek to be a community of learning where, just like the children, we believe that every day is a learning adventure! All staff have access to continuous professional development appropriate to their roles and responsibilities. This includes bespoke sessions for HLTAs, teaching assistants, teachers and other support staff, which are linked to our performance management processes.

Our leaders of teaching and learning facilitate peer learning opportunities to enable teachers, teaching assistants and HLTAs to reflect on their own practice and learn from each other. This also enables us all to celebrate each other's skills and successes.

The school mental health and well-being team leads sessions at least once a term for all staff groups. These focus on the well-being of the staff as we recognise that when staff well-being is high they are best able to support the children.

The school also accesses training from the Primary Behaviour Service; this may be attended by one member of staff who shares with others or be organised for the whole staff. The teacher who leads PSHE also provides regular updates and support to colleagues, whilst the ELSA (Emotional Literacy Support Assistant) attends regular Education Psychology led supervision sessions.

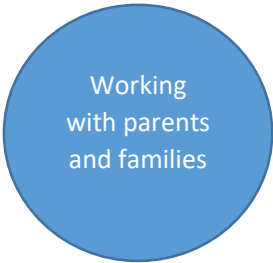


Identifying need and monitoring impact

We recognise that there can be many factors that influence a child's mental health and well-being, such as learning difficulties, speech and language needs, or family circumstances. Through careful observation and our relationships with children and their families, we hope that our early identification can lead to early intervention.

Our curriculum planning for PSHE includes specific assessment criteria for each unit to allow teachers and teaching assistants to identify those children in need of greater support. This support can be provided within a whole class or small group setting. Our assessment sheets also allow teachers to evaluate the progress of individual children.

Children who receive support from the school's trained ELSA have individual targets that are reviewed half termly.



Working with parents and families

We recognise that the care and education of all our children is a responsibility shared by school and home. We hope that all our families feel welcome and included, and able to work in partnership with the school.

We offer drop in sessions for parents, alongside parenting workshops at different times during the school day. We also work closely with the Primary Behaviour Service, school nursing and the family support service to facilitate parent groups in school, as well as signposting to support from other charitable organisations

Regular communication with parents includes information on how to support their child's learning journey, as well as suggestions for supporting both their own well-being and that of their children in the regular school newsletters.

The well-being page of the school website is also used to signpost parents to other sources of support.

We use the Seesaw App to enable regular communication between school and home; this enables the school to share moments of celebration with families and for children to share with school their learning at home.



Where children are identified as needing greater support, this can be provided through additional sessions from the Coram Life Education curriculum. This provides additional lessons to be used when different situations arise for a child, groups or class throughout the year.

Some children receive additional support as an individual or in a group from the school's trained ELSA. Targets are set for these individual children and reviewed regularly. The ELSA will also communicate regularly with parents in order that home and school can work together.