

Mental Health and Well-Being

Our Aims

At Newnham Croft Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff. We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships.
- promote self-esteem and ensure children know that they count.
- encourage children to be confident and embrace their individuality
- help children to develop emotional resilience and to manage setbacks.

We promote a mentally healthy environment through:

- promoting our school values and encouraging a sense of belonging.
- promoting pupil voice and opportunities to participate in decision-making
- celebrating academic and non-academic achievements
- providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- providing opportunities to reflect
- access to appropriate support that meets their needs

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include the members of the Inclusion Team:





- Edward Ferguson- Designated child protection / safeguarding officer and Head teacher
- Katrina Markham- Deputy designated child protection / safeguarding officer
- Jo Turner - Deputy designated child protection / safeguarding officer, Mental Health and Emotional wellbeing lead and PSHE Lead

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Support at School

We encourage children to talk about any uncomfortable feelings they may have and regularly spend time getting children to identify who their 'trusted adults' are in school. We use the Zones of Regulation to support emotional literacy, and encourage children to develop their own strategies for managing difficult emotions.

Zones of Regulation			
Blue	Green	Yellow	Red
			
Low	Happy	Wobbly	Angry
Running Slow	Good to Go	Caution	STOP
unhappy tired withdrawn tearful	positive proud calm focused	excited nervous frustrated annoyed	mad furious yelling aggressive

Zones of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
Low state of alertness	Ideal state of alertness	Heightened state of alertness	Very heightened state of alertness
Rest	Go	Slow	Stop
Bored Tired Sad Disappointed Sick Depressed Shy	Happy Positive Thankful Proud Calm Content Ready to learn	Excited Silly Annoyed Worried Embarrassed Confused Nervous	Upset Angry Aggressive Mad Elated Terrified Out of control

We have a 'worry box' in the main corridor where children can share any problems they may have, and can identify a trusted adult at school that they would like to speak to.

We have weekly 'drop-in' sessions available to any child in the school on a Friday lunch time where children can speak to an adult.

We hold whole school assemblies on themes such as well-being, worry, positive playtimes, self-esteem and mindfulness. We also hold mindful afternoons where children can choose from a menu of activities to support their well-being such as yoga, colouring and guided meditation.

If you have concerns about your child's mental health, please get in touch with your child's class teacher. Sometimes a child will mask their emotional difficulties at school and it's important that those adults involved understand how a child may be feeling in order to support them.

We may be able to offer support through targeted approaches for individual pupils or groups of pupils which could include:

- Circle time approaches or 'circle of friends' activities.
- Targeted use of PSHE resources.
- Managing feelings resources e.g. 'Forest of Feelings'
- Managing emotions resources such as 'Zones of Regulation'
- Primary Group Work/Mental health and wellbeing groups
- Therapeutic activities including art, Lego and relaxation and mindfulness techniques.
- Referral for advice with the Emotional Health and Wellbeing practitioners

Support at Home

- Books can be a great way of opening up conversations about difficult issues. This book list, created by the Literacy Trust, has some recommendations for books about well-being http://cdn-literacytrust-production.s3.amazonaws.com/media/documents/Wellbeing_booklist_-_Swindon.pdf or have a look at our virtual library which has links to stories being read https://www.newnhamcroft.cambs.sch.uk/web/home_learning_resources/362795



- <https://www.bbc.co.uk/bitesize/articles/z63htnd> - BBC Well-being tips and advice for carers
- The Childline Toolbox has a range of activities and resources that can be helpful for a child to develop coping techniques - <https://www.childline.org.uk/toolbox/>