



PROMOTING POSTIVE MENTAL HEALTH AT NASCOT WOOD JUNIOR SCHOOL

'Mental health is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully and is able to make a contribution to her or his community'

World Health Organisation

Intent

At Nascot Wood Junior School, we strongly believe in the importance of promoting self-esteem and well-being amongst our pupils and our school community.

We recognise that, in order for our pupils to achieve, they must feel emotionally secure and happy, and we are committed to supporting their emotional and mental health, just as we support their learning. We do this actively, and the support that we provide permeates through every area of the curriculum and every interaction that we have.

The framework and underpinning of the school is emotional wellbeing linked to educational achievement, which is articulated by the following criteria:

- ▶ Motivation not competition
- ▶ Children having a balanced, well-rounded sense of self
- ▶ Children respectful of each other and the school
- ▶ Our belief that the children are our greatest asset

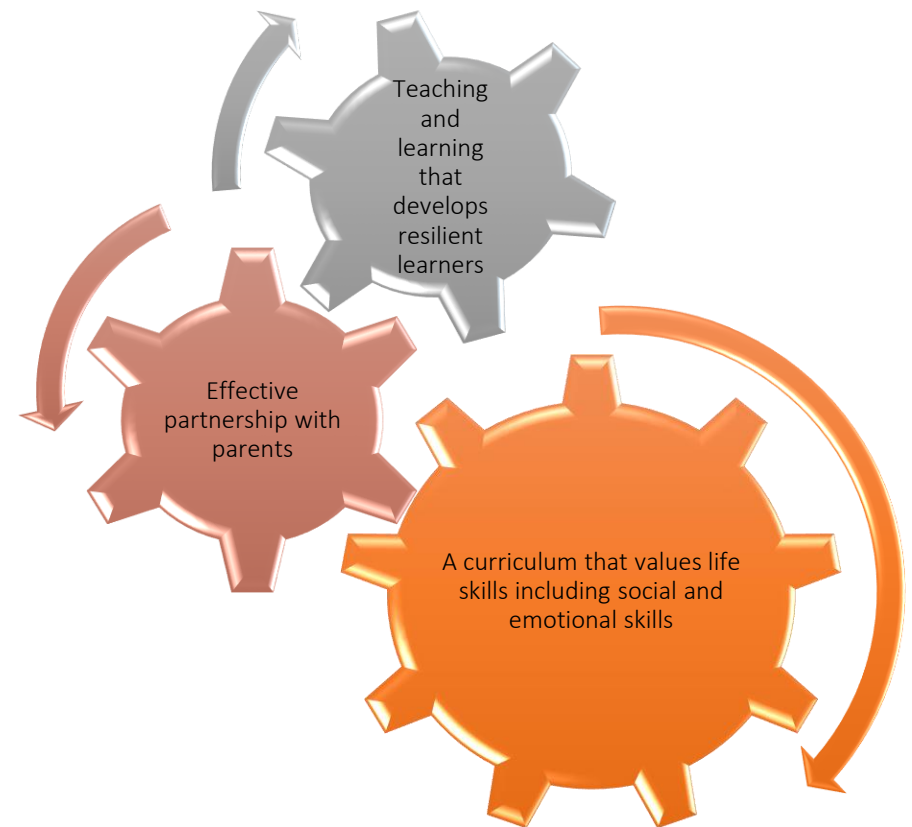
Our Designated Mental Health Leads are Christina Singh (Headteacher) and Avril Agnew (SENDCo) and our Teacher leading on Mindfulness is Michelle Keane.

Aim: For our children to be mentally and emotionally healthy

- ▶ Develop psychologically, emotionally, intellectually and spiritually
- ▶ Initiate, develop and sustain mutually satisfying personal relationships
- ▶ Use and enjoy solitude
- ▶ Become aware of others and empathise with them
- ▶ Play and learn
- ▶ Develop a sense of right and wrong
- ▶ Resolve (face) problems and setbacks and learn from them

1999 Mental Health Foundation report

'Bright Futures'



What does this look like in our school?



This whole school approach focusses on having consistent, positive practices and a positive environment for pupils and staff.

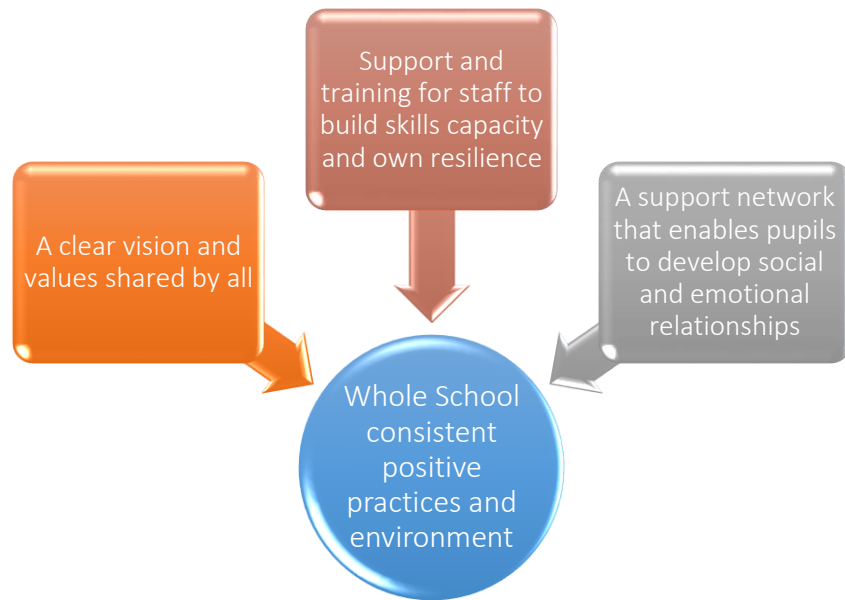
We operate in a calm and measured environment which has been carefully considered and planned.

We have a praise culture, where challenges are addressed and resolved using a positive mindset. This is exemplified by our restorative approach to behaviour management.

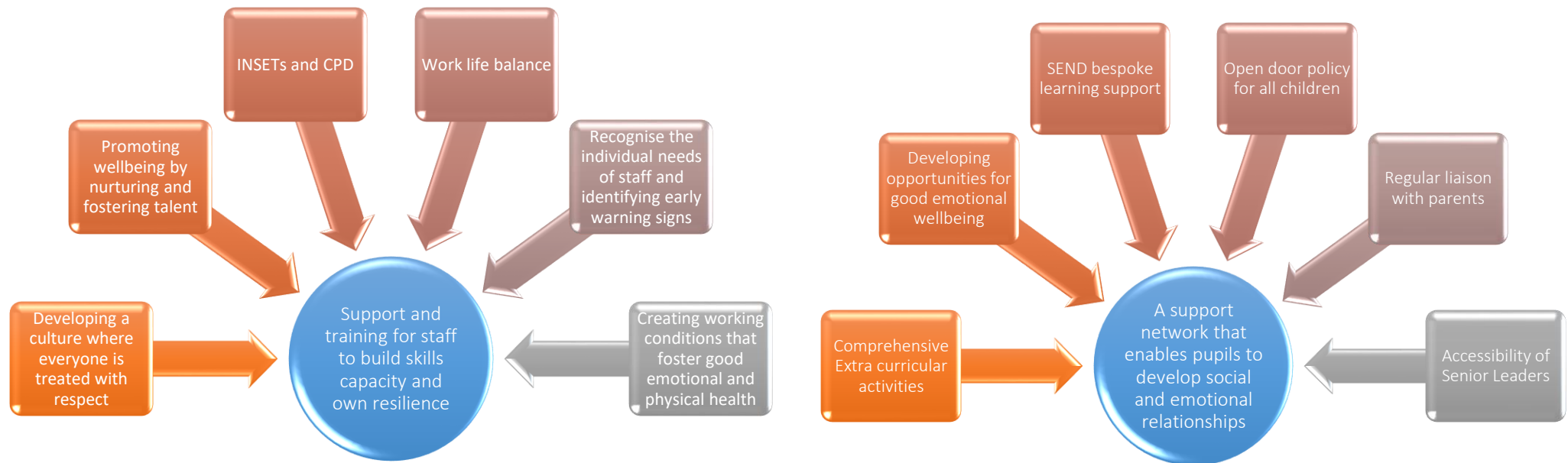
The value of making and learning from mistakes is something that is emphasised to the children, and this builds their resilience as they apply their learning to subsequent situations.

The mental well-being of both pupils and staff is at the heart of the leadership and management considerations, and the school is led using a conciliatory and coaching leadership style.

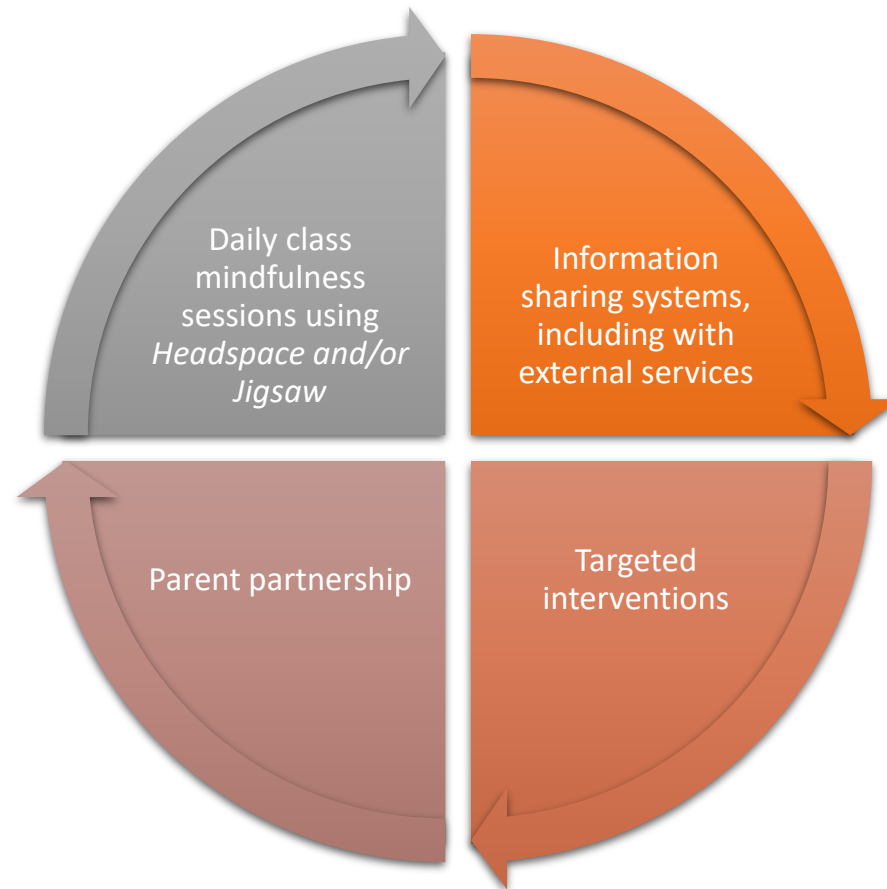
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Supportive systems for those at risk at Nascot Wood Junior School



Supportive systems for those at risk at Nascot Wood Junior School

Parent partnership

- Headteacher/Deputy Headteacher meet and greet each family each morning
- Regular contact with parents of those at risk
- Parent consultations twice a year
- Additional meetings with Headteacher, Deputy Headteacher, SENCo when needed
- Support parents in liaising with external professionals
- Support for those children at risk after they leave the school when necessary

Supportive systems for those at risk at Nascot Wood Junior School

Targeted interventions to support Social and emotional health

- Lego club
- Targeted an bespoke intervention groups
- 1-1 emotional well-being, with trained counsellor
- Drawing and Talking
- Social stories
- Focus groups
- Discussion groups
- Targeted cooking club

Supportive systems for those at risk at Nascot Wood Junior School

Information sharing systems

- Regular meeting between SENCo and Headteacher to discuss most vulnerable
- Weekly briefing meetings for staff
- Weekly staff meetings
- Weekly Senior Leadership meetings
- Pupil Progress meetings
- Intervention analysis
- Pupil passports
- Safeguarding procedures
- Pupil Progress leaflets written termly
- Sharing and interpreting external professional reports
- School newsletter

Additional support for the most vulnerable



Promoting positive mental health is at the heart of what we do. We regularly challenge ourselves with the following question:

What does Nascot Wood Junior School need to do to develop further its good practice in promoting emotional health and well-being for our school?

Impact

- Our children are confident, articulate and respectful of the beliefs and values of others
- KS2 results are consistently above national and Hertfordshire measures
- The school is consistently graded as outstanding by our Hertfordshire Improvement Partner
- Anecdotal evidence suggests that our past pupils do well at GCSE and A level, and are reported as being by 'secondary ready' by our secondary colleagues

The children tell us that:

- They feel respected and valued
- They feel listened to
- That they care about each other's feelings and notice how others are feeling
- They know who to go to, to seek help
- They view their school in an emotionally positive way
- They value their education and are comfortable talking with their Teachers/Teaching Assistants and the Headteacher
- They value and are aware of the importance of emotional well being

We evaluate the impact of what we teach by...

- Carefully monitoring and reporting on the mental health and well-being of individual children and groups of children, and ensuring that staff have access to this information to inform their planning
- Identifying gaps between children who are experiencing emotional difficulties and other children, and ways to address gaps if they occur
- Regularly consulting with children
- Working in partnership with parents

This process of evaluation results in a continuous and relentless striving for marginal gains improvement.