

# Muswell Hill Primary School

## Wellbeing Newsletter

### As described by 'Mind'...

'Mental wellbeing describes your **mental state** - how you are feeling and how well you can cope with day-to-day life.

Our mental wellbeing is **dynamic**. It can change from moment to moment, day to day, month to month or year to year.

If you have good mental wellbeing, you are able to:

- feel relatively **confident** in yourself and have positive **self-esteem**
- feel and express a range of emotions
- build and maintain **good relationships** with others
- feel engaged with the world around you
- live and work productively
- **cope** with the **stresses** of daily life
- adapt and manage in times of change and uncertainty'

**Here at Muswell Hill Primary, we are supporting our pupils to become more self-aware about their mental health and emotional wellbeing.**

### Autumn Summary 2020-2021

#### **Returning to school in September 2020 with wellbeing in mind.**

Mental wellbeing is always a priority at Muswell Hill Primary School. However, since returning to school in September, in the midst of a pandemic which has included a significant time away from the community, we have been following a Recovery Curriculum. Our main aim on return to school was to ensure the mental health and wellbeing of all our staff and pupils. Staff based their planning around a recovery curriculum and planned in detail an initial 2-week transition curriculum with a focus on **mental health and wellbeing for children**. As part of our implementation of a 'Recovery Curriculum' staff underwent training on teaching the new requirements for Mental Health and Wellbeing as part of Health Education. The aim was to ensure staff were able to create a safe and calm environment for their children's return and to have support in recognising emerging issues as early and accurately as possible.

Staff have been supported to deliver the curriculum through 'The Anchor Approach'. This was designed for schools to support staff in understanding the possible needs children may have on returning to school. It has ideas for settling children back into the school environment after a long absence, being aware of heightened emotional needs, building up staff/teacher knowledge of how to handle emotions/behaviours children display and suggestions for lessons around feelings.

The 2-week transition curriculum was planned with a focus on Mental Health lessons from our PSHE curriculum, getting to know you lessons, lots of discussion and talk and art lessons. All children worked on activities from the book 'Here We Are' by Oliver Jeffers. This was a whole school unit of work for Early Years through to Year 6 to encourage a sense of community across the entire school, to reflect on the last few months, and also help the whole school look forward to the future in a positive way.

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### **Recent Updates**

- We are updating our Anti-bullying policy using feedback from staff and children.
- We used a range of activities, including cyberbullying lessons from the Anti-bullying Alliance during Anti-bullying Week. This enabled the children to reflect on how we deal with bullies in our school and give their point of view. Children have given their feedback having reflected on the question, 'What part will you play?'
- Assistant Headteachers for each phase deliver a weekly assembly covering the UN Convention on the Rights of the Child, children are confident in the knowledge that they will be listened to and their points of view heard and valued.
- Learning Support Assistants have provided key support for individual children this term which has made an impact on those children, building up their self-esteem and self-confidence.
- We have been signposting support agencies for families in our community.
- The use of regulation stations in class this term has been a vital support for some key children to regulate their emotions.
- Termly parent meetings have taken place ensuring the children's best interests are at the heart of what we do.
- There is a free service called the Employee Support Partnership which gives confidential advice, support and information for any employee of the school. This has been of great value to staff, especially during this time of additional stress and workload caused by the pandemic.
- Our next priority is ensuring the wellbeing of our staff as we work through this additional stress and workload. A staff survey will be given to all members of staff this term.

### **Our vision for a Mentally Healthy School**

In Muswell Hill Primary we have:

- Supportive Classrooms - Creating an environment in which children feel they can talk and be heard, that adults listen, in a calm and safe environment.
- A supportive, mental health curriculum that develops and promotes emotionally literate children, staff and leaders, and happy children who can self-reflect and self-regulate.
- Teaching through our PSHE Curriculum which has evolved and contains mental health lessons for each year group.
- Golden Learner's Assemblies built around Growth Mindset, Building Learning Power and meta-cognition. This is embedded in lessons.
- Use of Zones of Regulation and Regulation Stations to ensure discussion and opportunities for children to understand their feelings and regulate their emotions.
- School's values taught through lessons and assemblies and reinforced by all staff: Respect, Integrity, Creativity, Resilience and Curiosity.
- A Rights Respecting Curriculum, weekly assemblies by AHTs covering the UN Convention on the Rights of the Child.
- Up to date training on Safeguarding for all staff.
- Training on Mental Health and Wellbeing, building up knowledge of statutory guidance.
- Robust Behaviour systems, reflective discussions, support plans and systems for challenging behaviour.
- Rights Respecting School Council for pupil voice.
- Individual Care plans.
- Learning Support Assistants and SENDCo support and nurturing: e.g. social skills groups.

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- Education Support Partnership for all members of school staff: a free confidential service to help, support and advise on a wide range of home and work-related issues.

### **Agencies involved in supporting our children:**

- Speech & Language Therapy, Educational Psychology Service, Occupational therapy, Social services, Early help, CAMHS.

### **Useful Websites to support the wellbeing of children and adults alike:**

#### **Corona virus and your wellbeing**

<https://www.mind.org.uk/information-support/coronavirus/coronavirus-and-your-wellbeing/>

#### **Growth mindset at home**

<https://www.mindsetworks.com/parents/growth-mindset-parenting>

#### **Childline:**

Childline's website has a useful 'calm down' zone, with activities which aim to help children feel better when they are feeling anxious, scared or sad. The ideas include breathing exercises, a 'let it go' box and creating a 'sense drawer'. <https://www.childline.org.uk/toolbox/calm-zone/>

#### **A Million and Me:**

'As part of BBC Children In Need's national programme around children and young people's mental health, we're developing support for parents and carers of 8 to 13 year olds.' Look at this website for more information:

<https://youngminds.org.uk/youngminds-professionals/our-projects/a-million-and-me/>

#### **Government Guidance on supporting young people's mental health**

<https://www.gov.uk/government/publications/covid-19-guidance-on-supporting-children-and-young-peoples-mental-health-and-wellbeing/guidance-for-parents-and-carers-on-supporting-children-and-young-peoples-mental-health-and-wellbeing-during-the-coronavirus-covid-19-outbreak>

#### **Charities and Local Authorities**

<https://www.place2be.org.uk/>

<https://www.annafreud.org/>

[https://www.mentallyhealthyschools.org.uk/resources/celebrating-differences-world-mental-health-day-toolkit?utm\\_source=12%20October%202020%20C19&utm\\_medium=Daily%20Email%20C19&utm\\_campaign=DfE%20C19](https://www.mentallyhealthyschools.org.uk/resources/celebrating-differences-world-mental-health-day-toolkit?utm_source=12%20October%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19)

<https://www.nhs.uk/oneyou/every-mind-matters/>

<https://haringeychoices.org>

