



Wellbeing at Brockwell Junior School

We define mental wellbeing as children and young people's happiness, life satisfaction and positive functioning.

“Children and young people feeling good, feeling that their life is going well, and feeling able to get on with their daily lives.”

Anna Freud Mental Health Toolkit



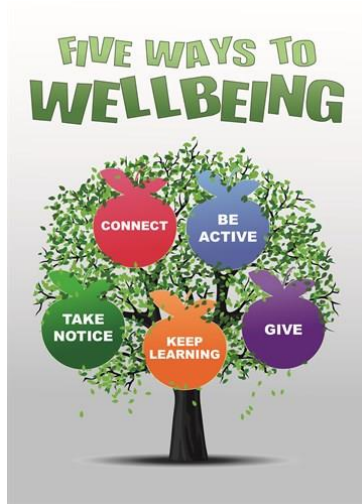
At Brockwell Junior, we aim to influence pupil Mental Wellbeing through:

- ✓ teaching and learning that help pupils to build important life skills, through PSHE strategies such as learning to learn and the growth mindset;
- ✓ supporting the development of skills and character traits such as self-management, compassion and team work (as part of PSHE education);
- ✓ providing a supportive culture, ethos and environment that can serve as a buffer to difficult circumstances;
- ✓ partnerships with parents/carers and the wider community



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Our rationale:



We at Brockwell Junior School seek to support positive Emotional Health and Well-Being in the whole of our school community for adults as well as children.

School provides an ideal environment for promoting good emotional wellbeing and can be well placed to identify any behaviour changes and signs of mental distress. The social and emotional skills, knowledge and behaviours that young people learn in the classroom can help them to build resilience and set the pattern for how they will manage their mental health throughout their lives.

Emotional wellbeing is a clear indicator of academic achievement, success and satisfaction in later life. Evidence shows that mental health and wellbeing programmes in schools, can lead to significant improvements in children's mental health, and social and emotional skills.

How we promote Positive Mental Health and Well-Being at Brockwell:



Positive emotional, mental and physical well-being is at the heart of everything that we do.

Our Health and Well Being provision incorporates elements of the PSHE, PE, Health and Science curriculums, which offers broad and balanced coverage of issues relating to all aspects of health appropriate to our pupils' ages and stages. The use of outside agencies to complement and enhance the school curriculum, provides breadth and diversity.

From our rewards system of Dojo points to our Always Club, Well – Being is explored within both whole school

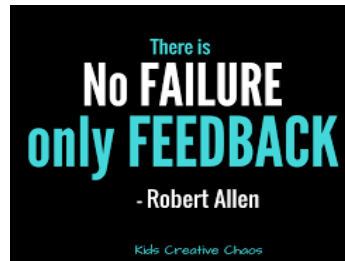
and class assemblies, and through a range of class and whole school activities. Pupils are given opportunities to join in and contribute to local and national initiatives e.g. Anti-Bullying Week, Internet Safety Day, Mental Health Awareness Week, community projects and fund-raising activities. Pupils may be elected onto the School Council, become a Playground Buddy, a Wellbeing Wonder and are encouraged to express their opinions and share feelings and emotions. Developing a Growth Mindset is a key part of how we teach and promote positive well-being. A thriving varied PE curriculum and range of sporting clubs are a key part of our integrated approach to physical and mental well-being.



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The promotion of Positive Well-Being is incorporated through varied activities in the wider curriculum such as:

Circle Time * group discussions * debate * role play * co-operative tasks * creative writing * art work * music* dance* mindfulness *yoga *Forest Schools*sport and exercise *taking responsibility*positive feedback*growth mind-set*encouraging leadership*self-led learning challenges*gardening *baking *fund raising*personal greetings* charity awareness*
environmental awareness buddy reading*playground games*



Responsibility of All:

All school staff play a key role in providing pastoral support for our pupils. Evidence shows that interventions which take a 'whole system' approach are more likely to have a positive impact in relation to outcomes. Public Health England (2015) highlights the need for 'targeted support and appropriate referral' as one of eight principles of taking a whole organisation approach to promoting student's emotional health and wellbeing.

For children who need an extra helping hand at Brockwell, we can offer specific emotional support. Examples of provision include access to our ELSA (Emotional Literacy Support Assistant), Lego Therapy, Our Lunchtime Nurture Group BFG, 1:1 mentoring or time with our allocated school counsellor.

Mrs Peck (ELSA)





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Everyone within the school, whatever their contact with children may be, shares the responsibility for creating a positive ethos and climate of respect and trust – one in which everyone can make a positive contribution to the well-being of each individual within the school and wider community. In relation to sensitive issues such as sexual health and drug education, the school will consult and involve parents appropriately in our approaches to learning and teaching.

It is of great importance to us at Brockwell Juniors that children find their personal strengths and learn to be their best selves. Over the four years with us, children are offered a diverse diet of learning challenges, with their well-being and development in character always at the forefront.

We hope you all enjoy your Brockwell Journey.

