

## **Intent Statement Little Munden - Wellbeing**

### **Intent:**

Wellbeing is about how a person is doing emotionally and how they feel about themselves and their life. Low wellbeing has been linked to mental health conditions such as depression and anxiety and can impact a child's relationship with themselves, family and friendships. It can also affect how they feel and interact with the world around them. Good wellbeing is what we aspire every child at Little Munden to have. If we have a strong sense of good wellbeing it means our children are happy, confident individuals who can develop positive and meaningful relationships with themselves, others and the world around them.

In today's society, there seems an ever-growing desire and focus for 'good mental health' amongst all individuals. All staff at Little Munden are advocates for supporting good mental health amongst our pupils and across all classes support this in many different ways.

### **Implementation:**

As a whole school, we have a fantastic PSHE 'Jigsaw' scheme which dips into wellbeing and mental health (please see PSHE curriculum area). We feel this whole school approach leads to us having pupils who are open to talk to others, happy and striving to be the healthiest version of themselves.

We also follow a whole school reward system choosing two stars of the week for good learning or behaviour or anything positive class teachers have noticed, as well as two presentation awards. We also run a house point system and the results are revealed within a weekly celebration assembly.

We believe starting the day with our 'Munden Mile' allows our children to feel focused, happy and ready to learn. We know exercise releases endorphins and 'feel good' hormones so believe starting the day with this can promote positive wellbeing across the school – including the staff!

We also explore 'The Zones of Regulation' model across the school and in individual classes. This model explores the four zones someone may be in depending on how they are feeling. The zones are outlined below.

| <u>Blue zone</u>                          | <u>Green zone</u>                            | <u>Yellow zone</u>                                               | <u>Red zone</u>                                                |
|-------------------------------------------|----------------------------------------------|------------------------------------------------------------------|----------------------------------------------------------------|
| Poorly, bored, tired, moving slowly, sad. | Calm, proud, happy, focused, ready to learn. | Frustrated, worried, silly/hyper, excited, loss of some control. | Mad, angry, terrified, loud/yelling, complete loss of control. |

We have a whole school display within our hall outlining the zones so children are reminded of what emotions are within what zone.

Within each class, we also have different tools and methods chosen by the class teacher to support and implement good wellbeing within the classroom. Below are some methods implemented within each class. These are also changing all the time and various approaches are added!

In Acorn class – wellbeing and personal, social and emotional health is integrated within every area of learning. Child-led learning has a huge focus on social development including social skills, turn-taking and communication. All of which helps support children's wellbeing and happiness levels. During story time, morals of the book are discussed and explored. They also have regular circle times relating to what is going on in the classroom and conflicts/situations that have come up during learning.

In Beech class – the zones of regulation is clearly displayed so pupils can move their photo as soon as they come in to school so staff can see how the pupils are feeling. If a child is on the blue/yellow/red zone a member of staff will speak to that pupil and ask how they're feeling and why. We also have a calming area in our reading corner which also has a 'calm down box' for a child to sit with and find something in the box to calm them down. We have a positive approach to behaviour where all children start on the 'cloud' and can work their way only up to the sunshine, rainbow or pot of gold where they receive a treat for exceptional behaviour! We have a worry box where children can write down any worries they're having and also a prayer box if they wish to make a prayer for themselves or others. We have a whole class reward system using a marble jar where a treat is given to them as a result of working well together as a class. We also run a table point system.

In Hazel class – there is a class merit system where anyone can earn merits towards a celebration afternoon. They have also introduced a Metal Health Check in board where the children can sign post how they are feeling. The board has 6 'check in' levels and the children write their names on the back of a 'post it' note to help the children feel comfortable using it. The children also have a prayer box for children to write down any prayers they have for themselves or others.

In Oak class – the zones of regulation is clearly displayed where children can move their name depending on how they're feeling. There are also regular discussions around 'How Big is my Problem?' and this is referred to on a regular basis. As a class they gold a target board behaviour chart to promote good behaviour and wellbeing. Within the class they have a calm down area within their reading corner and also a table away from others for those who feel they need some space or want to sit on their own for a while. Within their calm down area they also have a 'worry monster' to write down any concerns or worries a child may be experiencing. Children can also write a prayer in the prayer box. Children can work as a whole class to receive 'laptop time' when they've worked well as a team. 'Note home' postcards are sent home for any positive behaviour and to celebrate good work.

### **Impact:**

The impact of our whole school approaches and individual class approaches leads to pupils feeling comfortable in sharing their feelings, pupils driven to support themselves and others in feeling 'happy', and all rounded confident individuals who are aware of what 'positive wellbeing' looks like. At Little Munden, walking around the school we can hear discussions between peers about 'being mindful' and 'feeling in the green zone' and also supporting their peers if any issues do arise which may affect their wellbeing levels. As a school, we are constantly finding new ways to implement positive wellbeing and will continue to apply new methods which may improve our children's wellbeing more.



### **Next steps:**

Creating a cosy corner as a space for individuals to relax, calm down and discuss any concerns they may have.