



Wellbeing At Bassingham Primary School

Wellbeing Co-Ordinator Mrs Panting

Useful website, Log ins & Reminders:

Jigsaw: Username—LN59HQ Password—%Bassingham\$

GoNoodle ruth.panting@bassinghamschool.org

Password-Bassingham

Cosmic Kids

Healthy Minds Toolkit and BOSS Toolkit—G-Drive—
Bassingham Curriculum 2020-2021 Personal Development well-being

Important Diary Dates 2021-2022:

October 10th 2021 —World Mental Health Day

November 15th 2021—Road Safety and Anti-Bullying week

November 13th 2021—World Kindness Day

November 12th 2021— Children in Need

February 7th-13th 2022—Children's Mental Health Week-
Theme 'Express Yourself'

May 1st 2022—World Laughter Day



"Mental health is 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 Organization 2014)

Wellbeing is all about our holistic health, including the physical and emotional. When we have good levels of wellbeing we feel that life is in balance and that we can generally cope well. We feel motivated and engaged, we're resilient and we are able to deal effectively with daily troubles, as well as 'bounce back' from life's challenges.

Good wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and for promoting children wellbeing and attainment. At Bassingham we encourage a good level of wellbeing in a number of ways. Our vision and values are referred to throughout the day and are fully embedded within our learning environment. They are weaved into everything we do. We have created a culture of belonging. We have school expectations instead of school rules with regards to wellbeing.

Please read through and ensure that these aspects of wellbeing are clearly evident within every classroom in one particular zone.

Tribal Classroom—Have your Tribe displayed

Humans are an innately tribal species. Our ancestors lived in tribal communities based on familiar ties, cooperation and cohesion. We still have our roots firmly planted in our tribal past. Tribal classrooms tap into children's primitive social instincts and create safe and secure learning environments where children feel that they belong, and are able to take risks, play and explore. This turns on their brains for learning and fosters wellbeing.

At the beginning of the school year:

- ◇ Create a sense of tribe in your classroom by discussing the values and attributes of good teams and making your own class flag. Work towards being a good team. All children contribute to the flag identifying their own personal strengths.
- ◇ Create a tribal class name
- ◇ Greet each child at the start of the day by saying their name and also adding an action
- ◇ Check in at the beginning of the day, identifying any child who is not emotionally ready to learn and find time throughout the day to talk if needed.
- ◇ Check out at the end of the day. Use this time to share a story, play a game, discuss any worries/concerns throughout the day so that all children leave with a positive mind.

Ensure your day starts with a positive greeting and ending. Even if behavior has been challenging, find ways to address the behavior that shows that you have high expectations and that you care.

Social skills may need to be directly taught, best teaching comes from modelling the behavior you wish to see. Your class tribe will imitate the example you set as the tribes leader.



- Ask the children to make a letter box which will be stood next to your Tribal display.
- This box can be used for the children to write post it notes about how they feel or topics they would like to discuss further, including RHSE topics



If the child draws a happy face on the top of their post it note it means they are happy for this to be discussed with the whole class during tribe time.



If the child draws a sad face on the top of their post it note it means they would like you to discuss the topic to them individually and privately.

If no face is drawn this means that they do not want it discussing further but they wanted to let the teacher know.



POP—Proof Of Progress

Inside the children's PHSE/Jigsaw workbooks for RHSE show POP evidence. At the beginning of a topic and then at the end of the topic, this could be in the form of a mind map, quiz, presentation, poster to show the learning that has taken place.

Proud Pegs

Every child will have a peg which they can personalise. The children can then decide what they want on their pegs, this will be their choice. It might be a piece of work they have completed in class or something they have done at home. This could range from a drawing, painting, photograph of them in an outside club e.g football, judo, dance, horse riding, climbing etc. something that represents what they have done and that they are proud of. The children can change their piece of work whenever they wish.

The rule about Proud Pegs is that the child has to be prepared to talk to another child or an adult about what it is they have put there. They need to share why they are proud of it.

The Proud Pegs will hopefully enable children to bring their outside interests into school, and for each child to share different parts of themselves. The children will be able to talk about their interests and their individual passions, to develop their pupil voice and give EVERY child a chance to shine.

I am unique day will happen on Wednesday 15th Sep

The children can come in non-school uniform and photos to be added onto the school website.

<https://www.youtube.com/watch?v=SK4pVIR1zGE>



What went well?

Negative Bias Brain *Our brains have developed a negativity bias that looks for bad stuff and stores it quickly in our memories so we can try to avoid those situations in the future. This has aided our survival but sometimes undermines our happiness. Conversely, positive emotions enhance our quality of life. They help us be more creative, and lead to a host of benefits such as increased levels of happiness, better health, stronger relationships and long-*

Negative Bias Brain in the classroom:

- ◇ Every Friday children reflect on 3 things that went well. Write onto a post it note and place into a class positivity book.
- ◇ On a Monday, Time Travel with your class ask the children to think of 3 positive things that could happen during that week.
- ◇ Once a term ask the children to 'Count their blessings'. In 2 minutes how many positive/happy times can they recall?

Student and Staff wellbeing surveys will take place 3 times a year. One in September, One in January and one in June.

Children—Sterling Survey

Staff—Warwick Survey

Wellbeing Wednesdays

Term 1- Connect with people—Good relationships are important for your mental wellbeing They can:

* Help you to build a sense of belonging and self-worth * give you an opportunity to share positive experiences * Provide emotional support and allow you to support others

Term 2- Be Physically Active—Being active is not only great for your physical health and fitness. Evidence also shows it can also improve your mental wellbeing by:

* Raising your self-esteem * Helping you to set goals or challenges and achieve them * Causing chemical changes in your brain which can help to positively change your mood

Term 3-Learn New Skills- Research shows that learning new skills can also improve your mental health by:

* Boosting self-confidence and raising sel-esteem * Helping you to build a sense of purpose * Helping you to connect with others

Term 4-Give to Others

* Creating positive feelings and a sense of rewards * Giving you a feeling of purpose and self worth * Helping you connect with other people

Term 5-Pay attention to the present moment (Mindfulness)

Paying more attention to the present moment can improve your mental wellbeing. This includes thoughts and feelings, your body and the world around you.

Term 6-Tribal needs.

Individually planned time for each class depending on their needs.



Student Wellbeing Champions

A Student Wellbeing Champion is someone who helps the school to be emotionally healthy. Champions can help their friends and other children in the school to get help when they are struggling with their feelings and emotions.

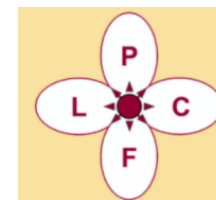
- ◇ 2 Children from Years 3,4,5 and 6
- ◇ Work Closely with Mrs Panting and Lincolnshire Healthy Minds
- ◇ Meet twice a term starting on 21st September
- ◇ Keep an up to date display board to help promote emotional health and wellbeing.
- ◇ Feedback to Children, Staff and Governors.



SEND Champions -The Voice

The SEND Champions will help the school to gain the voice of our children with SEND. Topics for discussion will be led by the children so that their voice gets heard.

- ◇ Children from any year group that have parental permission
- ◇ Work Closely with Mrs Markham starting on
- ◇ Meet twice a term 21st September
- ◇ Feedback to Children, Staff and Governors.



We have linked with Lincolnshire Parent Carer Forum.