

Our school vision drives us to focus on the wellbeing of the school community – both children and adults. We treat all with equity and value each individual for who they are to ensure a sense of belonging. We follow Jesus’s example underpinned by our vision and ensure our Christian values guide us to embrace our unique gifts and talents resulting in our children and adults feeling safe and accepted in school. Our school prayer encourages us to follow in Jesus’ footsteps.



Our Ethos Statement: *We are a caring family, a Christian community where everyone adopts an "I can" attitude; everyone feels valued, safe and loved by God. We celebrate our God-given individuality, achievements and talents and we aspire, with God's help, to become the best that we can be – TO SHINE. We believe that each one of us has the ability to achieve our highest potential, living and learning in the fullness of God.*



Our school is a family. Our staff and children know each other well, strong relationships and bonds are developed. Our children and adults feel safe here and well loved. A family has unique core values based on the priorities and needs of its individuals. For us our values are the Fruits of the Spirit (Galatians 5:22-23) and our family is encouraged to have these at their heart. Our ethos is to care and be empathetic which nurtures, mentors and encourages. The word nurture is embedded in our vision statement. A family needs to learn to live well together ‘Life in All it’s Fullness’ John 10: 10. We understand that this has to be modelled, we learn from our mistakes and from each other, tough times or sad times shape us as much as the happy and jubilant moments.



Policies within school complement and reflect the school vision. At Wybunbury, we embrace and celebrate diversity. We recognise every individual at school and provide opportunities for all. In accordance with our Equality Policy we are committed to providing a school where we do not tolerate any form of bullying, intimidation or discrimination. We have clear guidelines in place for dealing with such incidents. Our PHSE curriculum and themed weeks develop the children’s understanding of how to live well together, develop healthy relationships to enable our community to flourish together.

The mental health and wellbeing policy within school is followed by staff and outlines how we can support and ensure the emotional mental health and wellbeing of children, staff and parents. Children know that they can talk to the mental health and wellbeing lead within school if they need to or just ask. This support encourages children to talk about any worries and concerns or to ask for any advice even that they need.



We have ensured weekly curriculum time is given to wellbeing. Our activities in this time encourage the children to develop strategies to help ground, soothe, cope and regulate. The children are encouraged to use this strategies whenever they need them, the class favourites are displayed. The second part



of this time provides opportunities for the child's voice and wishes to be brought forward, heard, honoured and truly listened too. Both parts of this special time of driven by the Therapeutic Treasure Deck resources.

Our senior mental health lead in school is trained and offers support, guidance and signposting to both our children, families and adults. Our school has an ELSA trained specialist who delivers this programme to individual need.



environment through:



- Promoting our school values and encouraging a sense of belonging
- Promoting the child's voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements in order to promote self-esteem
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
 - Providing opportunities to reflect
 - Access to appropriate support that meets their needs
 - Helping children to understand their emotions and feelings better and to feel comfortable sharing any concerns or worries
 - Helping children to develop emotional resilience and to manage setbacks



What do we currently do for mental health and wellbeing for our children?

- We have a designated Senior Mental Health Lead in school
- In each class we encourage prayer as part of our class value reflection areas for pupils to share their worries with a safe adult.
 - We have nominated school council members in each class to represent their peers and gain feedback.
 - We have parents' SENDCO forum meetings for parents to attend and share their concerns and worries. These are led by staff within school and also from external agencies.
 - We have home/school communication books for children who require more regular updates.
- We have move up days, extra transition sessions and meet the teacher sessions for when a child is finding a class move difficult.
- We have an allocated buddy for all new children. Our Reception children have Year 6 buddies. Dedicated time is given to buddy time each week.
- Our year 6 responsibilities include a friendship buddy team.
- We have Year 6 children as sports captains to support younger children in positive play.
- We have a quieter lunchtime club to promote mental health and wellbeing and support for pupils who find busy lunchtimes stressful and to develop social skills.
 - We have mental health and wellbeing trained staff in order to support pupils with their needs.
 - We have positive behaviour systems in place to promote positive social behaviour.



- We have a PSHE curriculum that helps pupils to build important life skills, such as learning to learn, habits of mind and the growth mindset to develop resilience and perseverance.
- Our ethos is to promote supporting the development of skills and character traits such as perseverance, compassion and teamwork.
- We have a Mental Health and Wellbeing Policy for our school which is regularly updated.



Positive Experiences: Wybunbury Delves offers pupils many opportunities to do physical activities as well as opportunities to relax which both are ways to promote wellbeing and positive mental health.

- Playground activity boxes e.g. lego; cars; book box
- Nurture / Talk About Groups
- Home Learning Projects – Bingo Boards
- Themed Days
- Residential visits
- Educational day visits
 - Forest Schools
 - Before and after school club
 - Extra-curricular clubs
 - Participation in Sports Partnership Competitions
 - Our outdoor area



Celebrating Success: We like to celebrate our many successes together by:

- Displaying children's work
- Celebration worship each Monday
- Class Assemblies
- School newsletters
- Housepoints
- SeeSaw
- Individual tokens e.g. stickers
- School certificates and awards formally presented
- Headteacher Awards for exceptional work
- Emails home / Personal recognition to families



Our school works hard to diminish the gaps between outcomes of vulnerable pupils and other pupils through various programs of intervention and support for children in order for them to access and achieve their full potential. Vulnerable children are offered support through Quality First Teaching, numerous interventions and small group sessions and pastoral support. Our SENco leads on this but our whole team are involved and committed to getting it right for all. Any additional support for children is identified half termly through our assessment data or teacher assessment and it is monitored on an ongoing basis. School is quick to identify vulnerable children as they enter into school and seeks to support these children from an early stage.



Within pupil progress meetings, children who are more vulnerable and those with additional learning needs are discussed in detail to ensure that as a school we are continually supporting their

learning needs. Vulnerable children are provided with the additional support that they need in order to help them to aim high and shine bright.

Jesus embodies the love and compassion of God for each and every person. This helps to shape our whole school SEN Policy. The school actively seek to reduce and remove any barrier that might limit the life chances. The school adopts an approach of 'Quality First Teaching' to provide an inclusive environment for all; this may include the use of kinaesthetic resources or additional adult support.



Teachers follow a 'graduated approach' to SEND when a concern is raised. As a result of the support provided for children with a special educational need, our children make progress and feel support, nurtured and encouraged.

Our board in the staff room promotes wellbeing for staff and encourages us to work together as a team with our support systems at home. The personal life of staff is recognised and we ensure that staff can attend life events with their families e.g. attending nativity plays, graduations etc... wherever possible. We are committed to supporting the emotional health and wellbeing of our pupils and staff. We know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play. School have worked hard to reduce workload and listen to the staff voice.

Our staff wellbeing practices encourage our staff to:

- Ask for help – none of us are superhuman. Talk when things are getting too much.
- Go home promptly at least once a week and don't feel guilty.
- Enjoy spending quality time with children – this keeps you in touch with why we do this job and experience the joy of life through them.
- Accept when "good" is "good enough" rather than striving for excellence at any cost.
- Plan your day, including breaks. Don't feel guilty for having a lunch break.
- Walk the Daily Mile with your class, enjoy the exercise, chance to chat with the children and the fresh air
- Play calming music or your favourite music at times throughout the day
- Pace yourself. Accept that you can't do everything straight away.
- Children come first. If the task in hand doesn't affect them directly or improve things for them, then put it second.



- Be proactive, ensure you know what is coming up – across the day, week, month, term
- Treat your own professional development with the highest priority.
- Keep positive letters from parents and children, inspirational quotes from the Bible or famous people to read when you need a boost and remind yourself of them regularly.
- Trust those who work with you to do their thing