



The Pebblebed Hub of the Jubilee with Pebblebed Federation

Subject Intent Statement for Mental Health

Our Vision

I have come to you that you will have life and have it to the full
John 10:10

Intent

In the Pebblebed Hub of the Jubilee with Pebblebed Federation, the promotion of positive mental health and wellbeing underpins everything that we do. It is at the heart of our Church of England school ethos and we aim to support the mental health and wellbeing of all the children in our care by providing them with staff who have an awareness of mental health and classrooms where opportunities to promote mental health are utilised throughout the day.

We aim for children to develop their awareness of how to look after their mental health using the Ten-a-Day strategies (EH4MH), developing their emotional literacy so that they are confidently able to describe emotions and how they feel within their bodies. In doing so, we support them with strategies for calming any overwhelming emotions and provide them with toolkits for self-regulation.

We believe that providing children with these tools will stand them in good stead to be mentally healthy young people who grow to become adults who are able to cope with the stresses and strains of daily life. We also believe that this will support them through the trauma associated with the Covid Pandemic and its aftermath.

Implementation

Mental Health permeates our whole day and sits at the heart of our classroom practice. We fully appreciate the value of relationships and connection. We focus on connection and nurture with individual needs taken into account.

Staff are trained as to the importance of mental health inclusion and what they should look out for in order to support children and parents at the right time. Within a child's week they will have access to the majority of the following:

- **Mindfulness/Relaxation**

Children are given regular opportunities to practise breathing and mindfulness exercises and are taught why this is important and how it can help soothe and regulate. Resources are provided to staff through the use of

the shared drive, Let's Breathe packs and physical classroom props such as the Hoberman Sphere. Adults model regulating themselves using breathing as an important teaching tool. The long term aim is for children to use these techniques independently and favour the techniques that work for them.

- **PSHE Weekly Sessions**

Mental health themes will be taught within the PSHE scheme '1Decision' framework and weekly sessions take place within classes (See PSHE intent document) from Year 1 upwards. Within Early Years, PSED is a prime area of learning and is the cornerstone for all learning and interactions.

- **Mental Health Weekly Discussions**

Staff plan a weekly, short mental health session with the children. This will usually be guided by the Ten-a-Day, but will also cover areas of need, such as conflict resolution or anxiety. There are class 'Mental Health' scrap books to record, promote and celebrate discussion. Children also use individual 'Mental Health and Wellbeing Journals' which will move with them through the school. These can be used in order to support those children less able to participate in discussion and promote mental health as an area of importance.

- **Assemblies**

Assemblies take place daily in accordance with the whole school plan based around the core Christian values. These are often closely linked to mental health themes.

- **Daily Emotional Check-In**

Daily emotional check-ins are used within classrooms so that children can check in with how they are feeling when they arrive at school and throughout the day, giving them understanding for how an emotion feels within the body and increasing the ability to name and recognise different emotions improving their emotional literacy

- **EH4MH Ten-a-Day**

Each classroom has visual prompts of the ten-a-day which are regularly referred to, both by the teacher modelling their own behaviour and in the way of promoting the use of the ten a day in the daily routine, such as having a drink if you are thirsty, helping others etc.

- **Celebration and Promotion of Self Esteem**

Teachers use a variety of different awards and positive praise to boost children's esteem, nurturing children's ability to believe in themselves, recognising and celebrating their strengths.

- **Water, Healthy Living and Exercise**

We promote healthy living in the form of drinking water and fruit, modelling it ourselves as adults. It forms part of our ten-a-day. We acknowledge the importance of exercise and the effect it has on our mental, as well as our physical, health and provide our children with many opportunities to take part in physical activity. We help our children to see the links between physical activity and keeping themselves mentally healthy.

As a staff we are aware that children need to have their basic needs met if they are to be regulated and able to learn. Some children will also need extra physical activity (sensory) breaks built into their timetable or opportunities for heavy work etc.

- **Time In Nature**

As a federation we know that spending time in nature can help relieve stress and anxiety, improve mood, and boost feelings of happiness and wellbeing. We promote this with our children by utilising our varied outside spaces such as our plentiful and well maintained fruit and vegetable garden, inviting school playgrounds, sensory garden and our field and dedicated forest school area.

- **Dedicated Days and Events**

A variety of days and weeks are celebrated to give publicity and importance to mental health and wellbeing such as Hello Yellow Day, Children's Mental Health Week, Wellbeing Week/Day. These provide children and parents with extra opportunities to learn about strategies to support wellbeing and reduce the possibility of adult stigma surrounding mental health.

For pupils with specific needs we implement support in a number of ways:

- **Interventions and support**

Staff are taught how to recognise possible mental health difficulties within children and there are defined roles and responsibilities within the staff that cater for these needs providing teachers and children with clear support. The school has a variety of resources that can support children with life issues such as bereavement and separation anxiety that can lead to future barriers to learning and mental health. Clear guidance is given surrounding disclosure and safeguarding. We work closely in conjunction with external agencies in order to secure the best outcomes for our children.

- **Specialist Staff**

We have a Mental Health Lead Teacher, Federation Mental Health Team, SEND team, Mental Health Governor and Pastoral Support Worker all with defined responsibilities within the federation demonstrating our commitment to getting this right for our children. The teams work closely together and in conjunction with external agencies to ensure support is timely and effective.

- **External agencies**

We value and welcome support from a variety of different agencies recognising the specialised intervention that these services provide. For example:

- The school nurse and the children's centre
- Local authority SEMH team
- Balloons Bereavement Charity
- Heads Up
- Y Smart
- CAMHS
- Young Carers

We recognise that the Covid Pandemic has brought another dimension to the support pupils require in relation to their mental health. Throughout COVID lockdown and school closure we have continued to support our children's mental health by providing them with 'Ten-a-Day' ideas that they could do at home. During the Spring 2021 lockdown parents were also provided with Family Mental Health and Wellbeing sessions focussing on different aspects of mental health and wellbeing that could be used to support the whole family. Parents and families have

been given extra support where needed in the form of phone calls and referral to external agencies. Our website strongly supports mental health and refers parents to a plethora of external resources to support both children and their parents.

Intended Impact

By the time children leave their school within the Pebblebed Hub they will have a good grounding knowledge of the 'Ten-a-Day' and be able to carry this knowledge through to the rest of their lives, using the knowledge positively both in times of challenge and of stability. Children will be emotionally literate with the ability to form positive relationships based on mutual trust and communication as a result of an education that celebrated nurture, connection and knowledge of our brains and how they work.

Throughout the school we measure short term impact through the use of intervention assessments, child voice, discussions with parents and staff and through monitoring children's behaviour and wellbeing closely, stepping in to support either with skilled school staff or specialists.