

Leverstock Green's Whole School Approach to Emotional Wellbeing

(linked to Hertfordshire's Emotional Wellbeing Logo)

Curriculum

- PSHE Curriculum that is based on the scheme developed by the PSHE Association

Overview of the PSHE Curriculum at Leverstock Green

Autumn Term: Relationships		
Families and Friendships	Safe Relationships	Respecting ourselves and others
Spring term Living in the Wider World		
Belonging to a community	Media Literacy and Digital Resilience	Money and Work
Summer Term Health and Wellbeing		
Physical Health and Mental Wellbeing	Growing and Changing	Keeping Safe

Ethos and Environment

- Our Christian ethos "For you are all the children of God by faith in Christ Jesus" *Galatians 3:26*
- Values of love, respect and forgiveness
- School Motto 'Striving for Excellence; Caring for the Individual'
- Zones of Regulation is used in all classrooms for children to be able to articulate how they feel and build toolkits for the children to be able to identify what they need to help them move back to green.
- I-Spaces for places to reflect and be still. All I-Spaces have a worry box that is monitored closely by class teachers.
- Access to the Spiritual Garden + Forest School
- Behaviour policy which aligns with the Hertfordshire STEPs therapeutic approach
- Learning behaviours are developed throughout the school with the 5Rs:
 - Responsibility
 - Resourcefulness
 - Resilience
 - Reciprocity
 - Reflectiveness

Targeted support (school based and external)

- Nurture groups run weekly. These are small group interventions offered to children in Y1-6 who have social, emotional and mental health challenges. The Nurture team is managed by the Assistant Headteacher for inclusion.
- Access to external support such as Pupil Support Workers (Dacorum Family Services) or CAHMs
- Access to a wide range of therapeutic interventions such as play therapy

Working with parents/carers

- Open door policy/appointments with the Headteacher + Assistant Headteacher for Inclusion to discuss any SEMH concerns with parents/carers
- Zones of Regulation workshops
- Access to Family Support Workers (DFS)

	<ul style="list-style-type: none"> • Dedicated page on the website with details of support and courses from the DSPL • Parent forum
Monitoring impact	<ul style="list-style-type: none"> • Pupil voice • Staff Wellbeing Survey • Nurture group progress records • Pupil progress meeting discussions
Identifying Need	<ul style="list-style-type: none"> • Pupil progress meeting discussions • Targeted observations from the Assistant Head for Inclusion • Liaising with parents/carers and external professionals • Weekly discussions in Staff Meetings about children we have concerns about to ensure all staff are aware/support where appropriate.
Staff Wellbeing and Development	<ul style="list-style-type: none"> • Information about Staff Wellbeing is available in the staff room. This includes details for the Employee Assistance Line and 5 ways to wellbeing • Staff Shout outs • Staff Wellbeing Survey is sent out twice a year. SLT analyse the results and make adaptations in response to feedback from staff • 100% of Staff feel there is at least one person in school they can discuss their wellbeing with. • Open door policy • Weekly notices and Teacher meetings ensure that clear communication and direction is achieved
Student Voice	<ul style="list-style-type: none"> • Change Team/Pupil leadership • RE Ambassadors • Eco-Warriors • Inclusion Ambassadors
Connections and Connectedness	<ul style="list-style-type: none"> • All God's Children Day • Spiritual Garden • Forest School
Teaching Learning and Resilience	<ul style="list-style-type: none"> • Learning behaviours are developed throughout the school with the 5Rs: <ul style="list-style-type: none"> -Responsibility -Resourcefulness -Resilience -Reciprocity -Reflectiveness • Focus on growth mind-set in classrooms • Learning walks with a focus on learning behaviours, engagement and attitudes