



**Danemill**  
Primary School

*Only the best is good enough.*



# Pupil Wellbeing Handbook

Vision: Nurturing children to achieve their full potential in a happy, safe environment.

## **Key Learning Values:**

*Curiosity, Communication, Reflection, Resilience,  
Motivation, Creativity, Collaboration, Bravery.*

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## Visions, Aim and Ethos

At Danemill Primary School we recognise that children have different abilities, experiences and family circumstances therefore we pride ourselves on creating a safe, secure environment with a positive ethos that fosters good relationships and positive engagement.

### Vision

At Danemill Primary School we are committed to supporting the mental health and emotional well-being of all our pupils.

We want children to flourish and grow socially, emotionally, personally and academically and we want them to become responsible, caring and successful members of society.

Pupils in our school should have the opportunity to

- Understand their emotions and feelings
- Have a safe, supporting and caring environment
- Be able to form and maintain relationships
- Build self-esteem and confidence
- Develop emotional resilience
- Understand and manage challenges and changes
- Access safe spaces to share worries and anxieties
- Communication in various ways

### Our aims

- To inspire and motivate pupils so that they develop a desire for lifelong learning and aspire to be the best they can be.
- To believe in all individuals and celebrate diversity through understanding others who are different from ourselves. Be inclusive of the needs of individuals.
- To engage and communicate with parents, the community and other schools and show commitment to working together.
- To have high expectations of behaviour and keep our children safe through teaching them the skills to make decisions and allow them to be safe through risk taking.
- To celebrate success and share personal achievements through a culture of having high aspirations.
- To embed a culture within the school that promotes a healthy body and mind where all individuals will show respect and empathy for one another.

We acknowledge that many children need support at some stage in their lives which makes them more vulnerable to difficulties with mental health, anxiety and lack of self-confidence. Our whole school approach ensures that we provide children with the skills and confidence to deal with the challenges they may encounter in life.

## Key Staff

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<b>Miss Lawrence</b> Headteacher	<b>Mrs Hickinbottom</b> Deputy Headteacher	<b>Mrs Higham</b> SENDCo	<b>Mrs Watson</b> Inclusion Champion
			
<b>Mrs Lee</b> ELSA	<b>Miss Sarpal</b> Wellbeing LSA	<b>Mrs Swain</b> Family Support/Attendance	<b>Bella</b> School dog
			
<b>Mrs Ellis</b> Upper Key Stage 2 Co-ordinator	<b>Mrs McIntosh</b> Lower Key Stage 2 Co-ordinator	<b>Miss Hainsworth</b> KS1 and EYFS Co-ordinator	<b>Miss Bacon</b> PSHE Lead

## Wellbeing Award in Schools

As part of improving our provision across the school, we have been working towards the Wellbeing Award for Schools. This has enabled us at Danemill Primary School to focus on the provision provided across the school and strengthen many of the systems in place.

‘Developed in partnership with the National Children’s Bureau (NCB), the Wellbeing Award for Schools is intended to help schools prepare and equip themselves to promote emotional wellbeing and positive mental health across the whole-school community. The vision is to create an education system where emotional wellbeing and mental health are at the heart of the culture and ethos of our school, so that our pupils, with the support of their teachers, can build confidence and flourish. Research shows that wellbeing is of central importance to learning and attainment, with high levels of wellbeing associated with improved academic outcomes.

At Danemill primary School the emotional wellbeing of pupils is paramount, as well as removing the stigma surrounding this. In order to do this, we put mental health and wellbeing at the heart of what we do by offering different interventions, celebrating national wellbeing days and week, working with outside agencies and tailoring the curriculum to meet all pupil needs.

## Zones of Regulation

At Danemill Primary we use zones of regulation to help pupils develop an awareness of a range of emotions and the ability to independently self-regulate despite the emotion they experience in a safe non-judgmental way. Zones of



Regulation provides a common language to support positive mental health and skill development for all. There are four zones and our feelings determine our zone:

Red Zone	The Red Zone is used to describe extremely heightened states of alertness and intense emotions. A person may be elated or experiencing anger, rage, devastation, or terror when in the Red Zone
Yellow Zone	The Yellow Zone is also used to describe a heightened state of alertness and elevated emotions, however a person has more control when they are in the Yellow Zone. A person may be experiencing stress, frustration, anxiety, excitement, silliness, the wiggles, or nervousness in the Yellow Zone.
Green Zone	The Green Zone is used to describe a calm state of alertness. A person may be described as happy, focused, content, or ready to learn when in the Green Zone. This is the zone where optimal learning occurs.
Blue Zone	The Blue Zone is used to describe low states of alertness and down feelings such as when one feels sad, tired, sick, or bored.

Each classroom has a display with the four stages to help pupils to identify their feelings/level of alertness, understanding how their behaviour impacts outcomes, problem solving conflicts and learning what tools they can use to regulate their Zones.

### Interventions

Danemill Primary School provides whole class, weekly, PSHE lessons. The pastoral team also provides 6 weeks, whole class intervention on ZONES of Regulation. Each class has a worry box and a pastoral TEAMS channel. There is a post box outside the ELSA room for children to leave confidential messages.

Some pupils will require targeted approaches for individuals or groups of pupils, which include:

- Fun time
- ELSA support groups
- ZONES of Regulation
- Wellbeing groups
- Lego Therapy
- Mindfulness and relaxation techniques
- Sensory play
- Empowerment Coaching
- Nurture Groups
- Talkabout (social communication skills)

### National wellbeing days/weeks

At Danemill Primary School, we celebrate various national wellbeing days and weeks. This includes World Mental Health Day, Odd Socks Day, World Kindness Day and Anti-Bullying Week. We participate in LIVE events ran by charities. For example, when we celebrated World Kindness Day, we took part in a LIVE assembly with the 52 Lives charity where the children learnt about what it really means to be kind, how kindness is contagious, the impact kindness has on our physical and mental health and how we can each play our part. The theme was “reaching out” and so we are reaching out to our parent community to continue to spread the word about kindness! We also signpost families to join the School of Kindness Kids’ Kindness Club for free here: <https://schoolofkindness.org/kids-club> where they can find lots of helpful resources, kind stories, inspiration and you can even earn a purple kindness badge.



### Environment

At Danemill Primary School, the school environment is something which supports pupils in their emotional wellbeing. These include the use of worry boxes and quiet areas within each classroom, zones of regulation displays, achievement boards, buddy benches outside, quiet areas and safe spaces such as the willow dome and forest school.



Danemill Primary School have an allocated pitch at 'A Place To Grow' that can be used across the school by the children, this not only teaches the children about where their food comes from but also offers an extra benefit of more time in the outdoors. The benefits are seen from Pre-School through to Year 6 as the children develop the knowledge taught within the curriculum and bring it to real practical life in the local community.

### Danemill Pets

Danemill Primary School has a school dog, called Bella. Bella works with pupils to improve behaviour and concentration, reduce stress, and improve self-esteem. Bella fosters a sense of responsibility with the children and encourages key values such as respect and care. Bella works with children to improve their reading and supports children in all areas of the curriculum.

The Pre-School house two chickens, Blossom and Cherry. They stay at Danemill Primary School during term-time, each year group have the opportunity to learn about how to look after them and the benefits of having our own free range eggs. Pre-School also have a rabbit called Bramble, he too offers the children a new approach to caring for others. The children across the school enjoy visiting the animals, feeding them, cleaning them out and having cuddles.

### Pupil Involvement

We believe it is essential for pupils to be involved in the leadership of school. As a result, we have 'Wellbeing Ambassadors'. This involves:

- Supporting at break and lunch times
- Running and monitoring wellbeing boxes where children can put in suggestions for improvements
- Setting up a buddy system where necessary
- Becoming involved in community projects
- Promoting National wellbeing weeks/days

As well as this, we have a school council with elected and representative members from Year 1 -6. The council meets regularly to discuss the views of pupils, to make decision and draw up action plans which contribute to school improvement.

### Family Involvement

Danemill Primary School has a variety of open mornings, Christmas and Summer Fayres and Family Bingo nights that the school community is welcome to. We warmly welcome all our parents and carers and work closely with families to offer support and guidance.

### Healthy School

We are involved in the Healthy Schools Initiative and at Danemill Primary School are committed to giving our children the best information we can with regard to health lifestyles so that they are able to make informed choices for themselves. We encourage children to develop their thinking skills through questioning and debating issues that might arise in their own lives and those of others. Children that are given the opportunity to share their ideas and options within a safe environment of the classroom are children who will grow in confidence, enabling them to make better decisions for themselves both inside and outside of school.



### Eco School

Last year, we were awarded the Eco Schools Green Flag. This was down to the hard work of our Eco Council and all of the pupils in the school. Together, they created SMART goals and introduced valuable schemes such as: our whole school recycling bins; composting initiative (for recycling food waste after snack time) and various litter picking groups.



As a school, we are committed to teaching about the importance of being eco-friendly throughout our curriculum. We think that it is crucial for children to be aware of the impact our actions have on the environment. As well as embedding this into our lessons, we have assemblies to raise awareness (including visitors such as Solar for Schools and the South Leicestershire Litter Wombles). Children are given weekly opportunities to participate in learning in our Forest School and Outdoor Classroom to support our eco-friendly curriculum.

### Physical Wellbeing

At Danemill Primary School we are proud to be awarded Gold in our schools games mark award.

We see pupil's physical wellbeing especially important for all pupils. We offer a range of sporting opportunities to engage as many pupils as possible. We encourage pupils to compete in different sports, teaching children different life skills, especially resilience.

The sports grant is used to invest the use of specialist teaching staff to deliver PE lessons.

In order to encourage pupils who may find sport less engaging than others, we participate in GARs and GALs.

### The Curriculum

At Danemill Primary we are dedicated to delivering a curriculum which is stimulating and appropriate to every child's needs, ensuring the inclusion of all pupils. All children need to feel valued and should be given the opportunities to succeed to the best of their abilities.

PSHE is delivered throughout the curriculum both as stand-alone planned lessons, and within the whole school ethos, which continually promotes its central importance to a well-balanced, child-centred curriculum. We teach our PSHE curriculum through the PSHE Association in which the PSHE skills and knowledge grid is also used which splits learning into key areas:

Health and Wellbeing	Relationships	Living in the Wider World
Healthy lifestyles Growing and changing Keeping safe	Feelings and emotions Healthy relationships and valuing difference	Rights and responsibilities Money

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RSE is embedded throughout our PSHE curriculum and is detailed in our RSE policy.

### Forest School

Forest School has been developed further over recent months, Danemill Primary now offer 2-hour sessions to all year groups from Pre-School to year 6. The children learn real life experiences that fit in with the topics that they learn within the classroom. Forest School offers the children more opportunity to shine, whether this be academically or holistically. Danemill Primary have also recently added an Outdoor Classroom to the Forest School area which increases the availability of nature and the awe and wonder that can be found within.

### External Agencies

As a school and as part of Discovery Schools Trust we see it important to work with outside agencies. We have clear referral systems which are monitored and implemented by the school SENDCo. These include (but are not limited to):

- EPIC Educational Psychology Service
- County Educational Psychology Service (statutory assessment work)
- EPIC Speech and Language Therapy Service (EPIC SALT)
- NHS SALT
- NHS Occupational Therapy Service
- NHS Physiotherapy Service
- Autism Outreach Team (AOT)
- Birkett House Outreach Support Service
- Oakfield Behaviour Support Team
- School Nurse
- Pediatrician
- CAMHS
- Social Services/Early Help/Early intervention service through GP referral
- Early Years Inclusion Team