School Environment

Our school environment has been designed with the aim of supporting children's wellbeing.

Inside Spaces

Within each classroom, the reading corners provide spaces for quiet reflection, whilst other areas of the room are designed to stimulate children's engagement and natural curiosity.

For children who prefer a quiet and calm environment during lunchtimes, we have a variety of rooms available. The library is open to Key Stage 2 pupils each lunch time, and they are able to choose to access this when desired. Accessible from the playground, the Rainbow Room and Art Room provide spaces for children to join quieter, more structured activities.

Connecting with nature in the Peace Garden

Outside Spaces

Our recently created Golden Mile provides space for children to be active. It can be used freely by the children during break and lunch times, in all weathers, and is also utilized by classes at various points during the day. Children may use it for releasing energy by running round the track, or for quiet reflection, taking a walk in nature.

The Clamber Stack and Trim Trail also provide areas for children to release built up energy, and develop confidence in risk taking within a structured space.

Further space for quiet reflection is provided by the Peace Garden and the Dell; areas which may be used by classes or small groups throughout the day.

Children enjoying the Golden Mile

STIVICHALL PRIMARY SCHOOL

Children's Mental Wellbeing

What is mental wellbeing?

"**"A state of well-being in which every individual realizes 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 Organisation (WHO), 2014

At Stivichall Primary School, we believe that the mental wellbeing of our pupils is key to developing happy, inquisitive learners who are able to face challenges in a positive and proactive way.

Our Mental Health and Wellbeing Team

- ➢ **Mrs Ferguson** - Head teacher and Designated Safeguarding Lead (DSL)
- ➢ **Mr O'Hara** - Deputy Headteacher, Deputy DSL, CPD lead and lead first aider
- ➢ **Miss Lilley** - Assistant Headteacher, SENCo, Deputy DSL
- ➢ **Mrs Deller** - Mental Health Lead
- ➢ **Mrs Whitehouse** - Deputy Mental Health Lead, Deputy DSL, Learning Mentor

Growth Mindset

As part of our curriculum, we teach the skills children need to develop a growth mindset, focusing on the characteristics of effective learning, for example, perseverance, creativity, concentration and exploration. We model these to the children and give praise when the children are seen to be using them.

INSTEAD OF.....	TRY THINKING....
I'm not good at this	What am I missing?
I give up	I'll use a different strategy
It's good enough	Is this really my best work?
I can't make this any better	I can always improve
This is too hard	This may take some time
I made a mistake	Mistakes help me to learn
I just can't do this	I am going to train my brain
I'll never be that smart	I will learn how to do this
Plan A didn't work	There's always Plan B
My friend can do it	I will learn from them

Jigsaw

Part of our PSHE curriculum is Jigsaw. During these lessons, the children learn techniques to quieten and focus the mind, concentrating on breathing and body awareness. It is hoped that the children are then able to use these skills as a calming technique in moments of stress or worry to help calm them so they can then take positive steps to finding a solution.

Learning Mentor

At Stivichall Primary we have a Learning Mentor. Among her varied duties, she offers a range of interventions and support to children, who are struggling with emotional, social or behavioural problems that may affect their ability to learn.

Self-referral – If children have particular worries over friendships or learning, or are struggling with their emotions, they can complete a self-referral form, available within every classroom, and post this into a 'zebra' box. These are monitored by the Learning Mentor, who will then speak to the child and assess what support is needed.

Peaceful reflection in the library