

Mental Health and Well-Being Spring Newsletter

2021-2022

by Sara El-Ghaly Mental Health and Well-Being Lead



We have continued to work towards the Well-Being Award for schools this term, focusing on building confidence in expressing our worries, but also who are the key people within school who can support us such as Teaching Staff, Sue Doolam, Nathalie Marshall and Mr Ashton. We worked hard this term, looking at policies and curriculums ensuring that our Mental Health and Well-being strategy was evident in every facet of school life at Primrose Hill Primary

We continued to hold our half termly Mental Health and Well-Being Parent Change team meetings, where we devised action plans and strategies. Parental help has been invaluable. A new hybrid model was introduced so parents could access via zoom from home, post feedback.

Dr Elghaly went back into classes and held a whole school assembly focusing on the utilisation of emojis within classroom as a tool to supporting children to express their feelings and teachers to be alert to how children are feeling. Pupil voice was obtained which highlighted how effective children view this method of expression. Focus was also given to the ability of children to discuss events happening in the playground and outside school as well as things in the classroom.

Support staff were rewarded with the chance of an afternoon or morning of free-time as a thank you for their hard work and 100% attendance.



The aspirations development project linked to Pupil Premium was launched with the first ever Primrose Hill Primary career day, which saw 16 professionals from careers such as engineering, army, NHS and TV speak to the children in efforts to widen their scope for the future and forge strong aspirational goals as research has proven strong links between aspirations and self-esteem.

A policy audit was completed to ensure all relevant policies reflect the Primrose Hill Primary ethos, of Mental Health and Well-being permeating every facet of school life. The Behaviour, Attendance and Anti-Bullying policies were amended accordingly.

A curriculum audit was completed relating to Mental Health and Well-being which highlighted the strong links every subject on the curriculum has, as well as areas to develop, such as within the music curriculum, strong links were found with songs which had content linked to MHWB, such as the anti-bullying rap!

Next term a well-being workshop is booked for years 4 and 5 to support their development of coping strategies, such as breathing techniques

School trips and enrichment opportunities have continued this term, with Year 4 visiting the zoo, Year 3 and 5 being involved in immersive history days. Next term Year 6 will go on their annual residential trip post SATS

Questionnaires which were given to all stakeholders last term were analysed and discussed at one of our half termly parent Mental Health and Well-being Meetings. A plan of action was created which responded to all points. The questionnaires highlighted that 100% of staff felt confident to spot the signs and symptoms of mental health related issues, however they alerted us to some parents wanting further guidance on their role in supporting their child's Mental Health and well-being. This was actioned through regular Dojo posts, sign posting parents to appropriate support and guidance. In addition, children were noted as having a very high level of confidence in expressing their feelings and worries

A new Mental Health and Well-being strategy was created, after completing a SWOT analysis to assess strengths and weaknesses of our current offer. This was supplemented by a holistic provision map being created.



Staff and parents were invited to their own Bingo sessions run by the Headmaster, Mr Ashton to boost morale and enhance well-being.