



The Federation of Boskenwyn & Germoe Schools



Statement of Mental Health, Well-being and Pastoral Intent

The Federated Schools of Boskenwyn and Germoe are child centred, with a close-knit family feeling. Supporting and helping the family, is inherent to our support of the child, and as such, puts mental health and well-being at the fore-front of all we do.

A happy child is open to opportunity and experiences, able to take risks, learn, interact and enjoy. Good mental health underpins a child's capacity to do, and be the best they can – to thrive. This understanding has underpinned our efforts to focus on building awareness of, and capacity for supporting mental health for everyone in our school community, as our Family Values indicate:

- F Fairness
- A Attitudes to Learning
- M Making healthy Choices
- I International Citizenship
- L Living and Learning Safely
- Y Yearning for Success

We are a **Trauma Informed School**, where staff understand behaviour is a communication of need, and the impact of Adverse Childhood Experiences. Relational, nurturing approaches support children in maintaining good self-esteem and supports them in developing understanding of themselves, as learners, whilst developing as socially and emotionally literate individuals who are able to trust and show resilience in life.

Relationship and voice are the key drivers of our ethos for strong mental health and well-being. We seek to promote a strong nurturing environment that is open and welcoming to all. This is reflected in the day to day support offered to our children and families, from the curriculum, meeting need at the point of need, and developing longer term, bespoke strategies to enable children and families to thrive. Our Relational and Behaviour Policy reflects our commitment for acceptance, tolerance and equity for all.

We are **inclusive schools** and strive to extend our children's learning, enjoyment, belonging and well-being in the years they are with us. In order to thrive, we all need to feel safe and secure, and staff ensure all steps are taken to ensure children are happy – all children are well supported, some need a little extra. Most additional support may be provided within school, and for some, additional services may be sought.

Staff support **parents** with concerns regarding children's mental health and well-being, and seek also, to support parents at point of need. Parents are able to speak with teachers and are offered opportunity to speak with a designated member of staff who is more able to support when need is greater. As for children, additional services can be drawn upon if needed.

Our **curriculum** is based on resilience building and problem solving – building learning power through making mistakes is promoted, as is children following lines of inquiry that interest them, within our broad topic areas. Choice is also offered for presenting learning. Team working and collaborative learning are important to us. We have robust ICT safety and RSE curriculum, circle time, and debate time, all of which give opportunity for discussion of wellness. All children are offered learning enrichment and encouragement to build cultural capital. Learner agency and choice is important part of our curriculum.

Members of **staff** have regard for each other's well-being and are very supportive of each other, working collaboratively and flexibly. Regular reminders of well-being are given at staff meetings and termly mental health and wellbeing input support this too. Teaching teams give support to individuals and staff are able to reach out.

Mental health and wellbeing is supported across **whole school systems**, from Policy documents to School Parliament; Breakfast club to SEN meetings; Clubs, trips and visits to co-production of class and school rules; Safeguarding to pastoral care. Much of our provision is on-going, day to day routine. School is a safe place, and a place of safety for many children. Respectful and caring relationships are central to promotion of strong mental health and well-being, and encouragement and space are given for voicing and discussing this in school.

In school support is offered through **evidence-based interventions** for small groups or individuals via nurture, cognitive-behavioural-therapy based intervention, social skills support, coaching, nurture, talking therapies and Bereavement support. We are able to support anxiety, emotional understanding and regulation, low mood and help children cope with adverse life experiences and traumas. This is also supportive of children who are Autistic or other neurodevelopmental need which impacts on mental health and wellbeing.

Supporting **Parents and Children** Emotionally is being developed, to support families and signposting to other services via the Early Help Hub, also increases our capacity to support families. We recognise that being supportive of our parents, we are able to help them in supporting their children – having a shared understanding of need and shared approach is very powerful.

Higher level support may involve working with Education Mental Health Practitioners, CAMHs, Education Welfare and Family Group Conference, to name a few, and enables us to support children and families with greater need, to ensure children's mental health and well-being are the best they can be. Often school based interventions are developed to meet initial and low level need, but if the need is greater, referral can be made.