



It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood.

Promoting children and young people's emotional health and wellbeing (2015)

At Balby Central we take a whole school approach to Health and Wellbeing. We use the wheel below outlined in the Public Health document 'Promoting children and young people's wellbeing' to ensure all eight principles are addressed within school.



Ethos and Environment

Relationships between staff and students are critical in promoting student wellbeing and in helping create a sense of belonging to the school. At Balby Central our aim is to 'Be the Best You Can Be'. We create an ethos that supports positive behaviours for learning and helps to build successful relationships. We provide an emotionally safe and secure environment that aims to prevent any form of bullying and violence. As outlined in both our PSHE and Anti-Bullying Policies we have many things in place to educate children about this and this is embedded into our curriculum at all levels. Across school we promote our learning powers (Resilience, Determination, Reflection, Effort, Collaboration, Talk and Resilience) to enable children to become reflective learners.



Teaching and Learning

We provide our children with programmes of social and emotional learning as this is when they acquire the skills they need to make good academic progress.

Opportunities exist to develop and promote social and emotional skills through dedicated PSHE lessons. We use documents provided by the PSHE association which supplement our PSHE scheme 'Jigsaw' which is taught from F1-Y6. Whole class Thrive sessions are used to complement learning in these areas. It is through these programmes that we also develop and promote the pupils' spiritual, moral, social and cultural development. Our assembly programme also builds on this throughout the year and links other aspects including British Values.

Student Voice

At Balby Central we value the views of our pupils. We involve them in decisions and this develops their skills in making choices and developing independence. Each week we carry out pupil voice questions where children have the opportunity to give their opinions on different aspects of school life.

Staff development

As a school we recognise the importance of staff being able to access training that increases their knowledge of emotional wellbeing. This in turn equips them for dealing with the difficulties some pupils may show. This includes the knowledge of where to seek support and help from relevant outside agencies as well as within school. We work closely with our CAMHS worker and this plays a vital role in supporting both parents and pupils alike. At Balby Central we have a named lead for Mental Health, this is the main contact for any issues and concerns that may arise.

We also recognise the wellbeing of our staff and offer various support packages and links through an external provider.

Identifying need and monitoring impact

We use the Thrive approach throughout school. Assessments are completed both for individuals and whole classes. These are then updated throughout the year using the Thrive strands to show progress for children. Nurture interventions are in place led by trained staff such as a Mental Health and Playworker, a trained Thrive Practitioner as well as a Welfare and Learning Mentor. The children accessing this support are monitored closely and changed in line with their needs and the support they require at different times. We work closely with families to support children who may be going through difficult times outside of school.

Working with parents and carers

We recognise the key role families have in influencing children and young people's mental health and wellbeing. Parental contact is very important and we encourage parents to talk to school whenever they need to. We listen carefully to parents and support them through adults in school or by signposting them to outside agencies when needed.



Targeted support

Some children and young people are at a greater risk of experiencing poor mental health. Our strong links with CAMHS and school nursing allow us to provide more targeted support for those who may need it. Their skills for early intervention and prevention are essentials to providing the correct targeted support for our pupils if required.