



Physical and Mental Wellbeing  
at  
William Ransom Primary School

We are a Values-based School



# We are a therapeutic school and follow Hertfordshire's emotional wellbeing and behaviour strategy

A central purpose of this strategy is to protect, champion and safeguard the entitlement of those children who are at risk of being out of education.

It aims to increase capacity and upskill children, their families and professionals to be resilient, informed about support and training available, understand the choices they have and what they can do to help themselves.

It is a move away from traditional behaviour management approaches, which place a huge emphasis on rewards and punishments linked to behaviour, towards a more holistic, relational and universal approach, which is inclusive for all, and can benefit the whole school community.

It promotes a shift towards viewing behaviour as a communication of an emotional need, encouraging a non-judgmental, curious and empathic attitude towards behaviour from all.

This strategy recognises that positive emotional wellbeing is an essential prerequisite to effective learning and enhances children's outcomes. We also acknowledge that most children do not experience difficulties in coping in their setting or school and are able to access the educational opportunities available to them.

However, a small number of children, due to their poor emotional wellbeing, find it difficult to engage in learning or cope in a learning environment. These children must be regarded as vulnerable rather than troublesome, and all stakeholders have a duty to explore this vulnerability and provide appropriate support in a timely manner.

# Wellbeing Wednesdays

## Keystage 1 and 2 Assemblies

- September – An Introduction to Physical and Mental Wellbeing
- October – Being Active
- November – The Environment
- January – Social Activities
- February – E-Safety
- March – Eating Well
- April – Worries
- May – Caring for others
- June – The Five Ways to Wellbeing
- July - Mindfulness

We use zones of regulation to help children recognise how they are feeling and we work together to find the tools to help them learn to regulate their emotions.

**Green Zone**



happy  
calm  
ready to learn  
focussed  
feeling OK

**Blue Zone**



sick  
sad  
bored  
tired  
running slow

**Yellow Zone**



silly  
excited  
worried  
frustrated  
losing control

**Red Zone**



angry  
mad  
mean  
yelling  
out of control

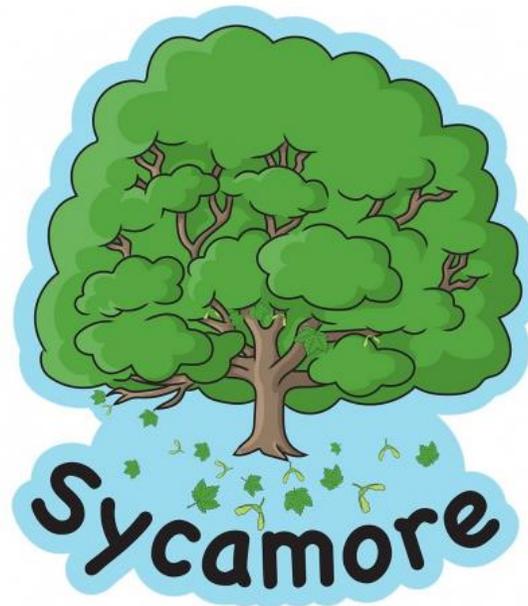
**Sycamore Office** – our children know that this is a safe space to go to if they cannot regulate their emotions, have a worry or need some space away from others.

Some children find big feelings really hard to regulate so will hit, scream, yell or swear.



This isn't them being naughty, this is them being overwhelmed.

@more than one neurotype



Some children appear 'fine', but a parent will express concerns about their well being.



This isn't them having 'dramatic' parents, this is them having parents who know their child holds in feelings until they're home.

@more than one neurotype

We encourage our children to have a Growth Mindset to build resilience and learn from failures

**M**istakes are how I learn

**I**mprovement means a little better each day

**N**ever stop learning

**D**etermination will get me through

**S**uccess doesn't happen by accident

**E**ffort is how I overcome challenges

**T**hings are difficult before they get easy

# 1:1 Support/Interventions

- Drawing and Talking
- Sport and Talk
- Attachment Support Programme
- Meet and Greet
- Cognitive Behavioural Therapy Books (anxiety, self-esteem, anger, separation anxiety)
- Champions for vulnerable children
- Books of Brilliance
- Circle of Friends
- Use of Strengths and Difficulties/Anxiety questionnaires
- Coloured prism to indicate feelings
- Individual supervision in the dining room and playground
- 'Ideal School' tool
- Referrals to School Nurse/Step 2/CAMHS
- Resources for individuals at playtimes

# Group sessions

## Internally provided:

- Social and Friendship Clubs
- Lego Therapy
- Peer Playleaders at break and lunchtime
- Targeted playground games
- Pupil Voice in groups

## External providers:

- Wellness (mindfulness sessions for Year 6)
- Phase Mental Health and Resilience Programme for Year 5 and Year 6
- Growing Resilience in Teens (GRIT) sessions for Year 6 and some Year 5 children

# Parent Support

- Annual parents' survey, including attitudes to school
- Annual Physical and Mental Wellbeing session for parents at KS1 and 2 Information Evenings
- 'Open Door' policy for Mental Health Lead/SENDCo/Head teacher/Class Teachers
- Courses for parents are regularly published on the school website  
<https://www.wransom.co.uk/news/courses-for-parents/>
- SENDCo and Mental Health Lead – Mrs Diana Delaney  
[Senco@wransom.Herts.sch.uk](mailto:Senco@wransom.Herts.sch.uk)
- Deputy SENDCo and Deputy Mental Health Lead – Mrs Wendy Buckingham