



Statement of Mental Health and Wellbeing Intent

“Good mental health and well-being are essential for all of us to lead fulfilling lives, to realise our full potential, to participate productively in our communities, and to demonstrate resilience in the face of stress and adversity.” (WHO 2021)

At Coupe Green Primary School, we believe in a holistic approach to education, which supports and develops the whole child, mentally, socially and academically. For children to learn best, we believe that they need to be happy, feel safe and valued. Good mental health is developed through building resilience, confidence and self-belief; therefore, our curriculum is designed to enable this. We strive to develop a growth mindset and provide challenge at all levels, in a supportive environment, so that children can take risks and achieve their full potential.

We believe that good mental health can lead to improved attainment, attendance, positive behaviours, as well as happier, more confident and resilient children.

It is our firm belief that children’s mental health is moulded by the adults that care for them, therefore as a community school, we support the whole family – when a family thrives, children flourish.

Moral Purpose

Our school team are passionate about making a positive difference to the lives of our children. We believe in teamwork; supporting each other, so that all, children, families and school staff, can reach their full potential. We are determined to support our whole community, offering early help and support when our children and their families experience any hardship or problems. We are committed to making a difference; *learning together, supporting each other.*

Our Curriculum

It is our belief that promoting good mental health and teaching children strategies to cope when they face challenges, is the most effective way to prevent mental health and wellbeing problems. Our school curriculum and approach to wellbeing is rooted in this belief.

Our universal offer of support provides every child in school with;

- Supportive and approachable staff;
- Access to a broad and balanced curriculum, which provides opportunities for challenge and critical thinking;
- A nurturing environment, where children’s strengths and efforts are celebrated;
- A consistent behaviour system, designed with positive reinforcement at the centre and clear consequences;
- PSHE curriculum which enables teachers to tailor learning to class needs;
- Inclusive environment;
- Wellbeing garden – spaces for quiet and calm
- Access to nature
- Strong relationships with families
- Behaviour policy – staff understand that behaviour is a form of communication, therefore children’s behaviour is analysed to identify support required.



Early Interventions

If a child demonstrates behaviours that indicate that they require further support for their mental health and wellbeing, recognised by school or home, we implement early intervention strategies. This early intervention is provided by school as an addition to our universal offer and includes:

- Meeting with families to create a team around the family.
- Nurture provision; group sessions planned according to children's targets.
- Sensory resources; children are provided with resources to support anxiety and concentration.
- Brain/sensory breaks; children are provided with calm spaces and chosen activities at times which trigger heightened behaviours to support regulation.

Intensive Interventions

If a child still requires extra support, after accessing early intervention, or their needs require more specialist support, intensive interventions are implemented. These interventions involve external agencies and may include:

- An Early Help Assessment (EHA)
- Counselling/play therapy support, secured through Child and Family Wellbeing referrals, triaged to Child Action North West (CANW) or KEY charities.
- Educational Psychologist support
- CAMHs
- Inclusion Hub