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| <p>Need:</p> <ul style="list-style-type: none"> <li>• SEMH Resources – by SENCO/ PSHE / SDMHL</li> <li>• Specialist support, advice and interventions i.e. Place2Be, Educational Psychologists (EPs), Learning Mentor</li> </ul>   |
| <p>Links:</p> <ul style="list-style-type: none"> <li>• Books to support children with Bereavement (see PHSE Books available in PSHE cupboard and Library)</li> <li>• Learning and Behaviour Mentor Support – i.e. support with bereavement, anger management</li> <li>• Support and guidance from CAHMS (Child and Adolescent Mental Health Service) and Educational Psychologist</li> <li>• Place2Be in school</li> <li>➤ <a href="http://www.semh.co.uk">www.semh.co.uk</a></li> <li>➤ <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></li> <li>➤ <a href="http://www.mentallyhealthyschools.org.uk">www.mentallyhealthyschools.org.uk</a></li> </ul> |

| Class Teachers   | Class Teachers and Support Staff   | Pastoral Lead / Behaviour Mentor   |
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| Wave 1   | Wave 2   | Wave 3   |
| <ul style="list-style-type: none"> <li>✦ Have a shared understanding and belief about mental health and anxiety disorders</li> <li>✦ Opportunities for regular exercise – brain breaks integrated within timetable of school day</li> <li>✦ PSHE spiral curriculum includes themes within mental health and emotional wellbeing</li> <li>✦ Inclusive whole school ethos – respect, cooperation and kindness</li> </ul> | <ul style="list-style-type: none"> <li>✦ Positive/negative voice</li> <li>✦ Exposing to minor challenges to experience success</li> <li>✦ Developing self help toolkit</li> <li>✦ Highfield Buddies</li> <li>✦ Social Stories</li> <li>✦ Safe Space – in every classroom</li> <li>✦ Distraction</li> <li>✦ Making an individual plan for anxiety triggers</li> </ul> | <ul style="list-style-type: none"> <li>✦ Support and signposting for parents</li> <li>✦ Highly targeted work with children</li> <li>✦ Counselling –</li> <li>✦ Therapeutic work including family therapy ✦</li> </ul> <p><b>SENCo &amp; SMHL</b><br/>Lunchtime club – KS1 &amp; KS2</p> <ul style="list-style-type: none"> <li>✦ Liaison and supervision of specific and targeted interventions</li> </ul> |

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| <ul style="list-style-type: none"> <li>✦ Promote resilience, build self-esteem, growth mindset displays – particularly in relation to praise</li> <li>✦ Build confidence through increased responsibility</li> <li>✦ Collaborative working with parents – support children’s mental health and wellbeing</li> <li>✦ Promotion of general strategies for good mental health – signposting children/parents</li> <li>✦ Positive behaviour management strategies used consistently across school</li> <li>✦ Open –door approach for parents and children – parents and children know they are listened to Whole school singing supports sense of ‘togetherness’</li> <li>✦ Pupil voice opportunities, including school council,</li> <li>✦ Eco council, Anti-bullying ambassadors and Highfield Buddies</li> <li>✦ Termly online safety awareness for parents and pupils (taught through PSHE and Computing) Class ‘circle time’ sessions used informally to address any emerging issues</li> <li>✦ Class rewards used to create a sense of ‘class team’ and belonging</li> <li>✦ Access to wildlife area, school farm and quiet spaces in grounds during lunchtime After school clubs open to all pupils</li> </ul> | <ul style="list-style-type: none"> <li>✦ Developing social skills</li> <li>✦ Worry Box</li> <li>✦ Fit in 15 – 15 minute daily exercise across the school</li> <li>✦ Drawing and talking</li> <li>✦ Specific work on building self-esteem and resilience</li> <li>✦ Use of specific literature i.e. What To Do When You Worry Too Much, Wide selections PSHE books, Pantasuarus</li> <li>✦ Active teaching of relaxation strategies i.e. meditation, yoga, brain breaks, movement breaks</li> <li>✦ Active teaching of self-regulation</li> <li>✦ Teaching of breathing techniques <ul style="list-style-type: none"> <li>✦ Use of positive affirmations</li> <li>✦ Social skills groups</li> <li>✦ Play-therapy sessions</li> </ul> </li> <li>✦ Speech and Language therapist support</li> <li>✦ Social stories for ASC pupils</li> <li>✦ Individualised pastoral interventions designed dependent on child’s specific need i.e. SEN boxes in all classrooms, visual timetables, reward charts, reading time, worry monster ,comfort cushion, fidget toys</li> <li>✦ Improving mental health through physical activity</li> </ul> <p>i.e. targeted pupils invited to after school clubs</p> | <ul style="list-style-type: none"> <li>✦ Triage and prioritising children to attend external interventions i.e. Trailblazers</li> <li>✦ Referral to external services</li> </ul> <p><b>External Support</b></p> <ul style="list-style-type: none"> <li>✦ Resourcing targeted interventions</li> <li>✦ Referral to CAHMS Cognitive Behavioural Therapy (CBT)</li> <li>✦ Play Therapy</li> <li>✦ Referral to Mental Health Services</li> <li>✦ Referral to Early Help</li> <li>✦ Medication</li> </ul> |
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| Curriculum enrichment experiences subsidised to ensure all children can take part   |  |  |
| <p>Wider Support</p> <ul style="list-style-type: none"><li>✦ Lunchtime support i.e. Learning and Behaviour Mentors, SMHL, SENCo</li><li>✦ Liaison with Learning and Behaviour Mentors to develop targeted lunchtime provision</li></ul> |  |  |