



**Need**

- SEMH resources – by SENCo/PSHE and Mental Health Lead
- Specialist support, advice and interventions i.e. Place2Be, Educational Psychologists (EPs), Learning Mentors

**Links**

- Books to support children with Bereavement (see PHSE Books available in PSHE cupboard and Library)
- Learning and Behaviour Mentor Support – i.e. support with bereavement, anger management
- Support and guidance from CAHMS (Child and Adolescent Mental Health Service) and Educational Psychologist
- Place2Be in school
- [www.semh.co.uk](http://www.semh.co.uk)
- [www.youngminds.org.uk](http://www.youngminds.org.uk)
- [www.mentallyhealthyschools.org.uk](http://www.mentallyhealthyschools.org.uk)

**Wave 1**

**Class Teachers**

- Have a shared understanding and belief about mental health and anxiety disorders
- Opportunities for regular exercise – brain breaks integrated within timetable of school day
- PSHE spiral curriculum includes themes within mental health and emotional wellbeing
- Inclusive whole school ethos – respect, cooperation and kindness
- Promote resilience, build self-esteem, growth mindset displays – particularly in relation to praise
- Build confidence through increased responsibility
- Collaborative working with parents – support children’s mental health and wellbeing
- Promotion of general strategies for good mental health – signposting children/parents
- Positive behaviour management strategies used consistently across school
- Open –door approach for parents and children – parents and children know they are listened to
- Whole school singing supports sense of ‘togetherness’

**Wave 2**

**Class Teachers & Support Staff**

- Positive/negative voice
- Exposing to minor challenges to experience success
- Developing self help toolkit
- Highfield Buddies
- Social Stories
- Safe Space – in every classroom
- Distraction
- Making an individual plan for anxiety triggers
- Developing social skills
- Worry Box
- Fit in 15 – 15 minute daily exercise across the school
- Drawing and talking
- Specific work on building self-esteem and resilience
- Use of specific literature i.e. What To Do When You Worry Too Much, Wide selections PSHE books, Pantasuarus
- Active teaching of relaxation strategies i.e. meditation, yoga, brain breaks, movement breaks
- Active teaching of self-regulation
- Teaching of breathing techniques

**Wave 3**

**Learning and Behaviour Mentor/Place2Be**

- Support and signposting for parents
- Highly targeted work with children
- Counselling –
- Therapeutic work including family therapy
- Lunchtime club – KS1 & KS2

**SENCo & SMHL**

- Liaison and supervision of specific and targeted interventions
- Triage and prioritising children to attend external interventions i.e. Trailblazers
- Referral to external services
- Resourcing targeted interventions

**External Support**

- Referral to CAHMS Cognitive Behavioural Therapy (CBT)
- Play Therapy
- Referral to Mental Health Services
- Referral to Early Help
- Medication

- Pupil voice opportunities, including school council, Eco council, Anti-bullying ambassadors and Highfield Buddies
- Termly online safety awareness for parents and pupils (taught through PSHE and Computing)
- Class 'circle time' sessions used informally to address any emerging issues
- Class rewards used to create a sense of 'class team' and belonging
- Access to wildlife area, school farm and quiet spaces in grounds during lunchtime
- After school clubs open to all pupils
- Curriculum enrichment experiences subsidised to ensure all children can take part

- Use of positive affirmations
- Social skills groups
- Play-therapy sessions
- Speech and Language therapist support
- Social stories for ASC pupils
- 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
- Improving mental health through physical activity i.e. targeted pupils invited to after school clubs

#### **Wider Support**

- Lunchtime support i.e. Learning and Behaviour Mentors, SMHL, SENCo
- Liaison with Learning and Behaviour Mentors to develop targeted lunchtime provision