

Wootton Bassett Infants' School






Pupil Wellbeing and Mental Health Policy

Updated: February 2022

Review: February 2025

Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

The Policy Aims to:

-  Promote positive mental health in all staff and pupils
-  Increase understanding and awareness of common mental health issues
-  Alert staff to early warning signs of mental ill health
-  Provide support to staff working with young people with mental health issues
-  Provide support to pupils suffering mental ill health and their peers and parents or carers

Intent

At Wootton Bassett Infants, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents, and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health. We have a supportive and caring ethos, and our approach is respectful and kind, where each individual and contribution is valued.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's responsibility and that we all have a role to play.

At our school we:

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- promote self-esteem and ensure children know that they have a voice
- help children to develop emotional resilience and to manage setbacks

We promote a mentally healthy environment through:

- promoting our school values and encouraging a sense of belonging.
- promoting pupil voice and opportunities to participate in decision-making
- celebrating academic and non-academic achievements
- providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- providing opportunities to reflect
- access to appropriate support that meets their needs

Wootton Bassett Infants' School

Pupil Wellbeing and Mental Health Policy

Updated: February 2022

Review: February 2025

We pursue our aims through:

- collective, whole school approaches
- support for pupils going through recent difficulties including bereavement
- specialised, targeted approaches aimed at pupils with more complex or long-term difficulties

Lead Members of Staff/Wellbeing Team

Whilst all staff have a responsibility to promote the mental health and wellbeing of pupils, staff with a specific, relevant remit include:

- Jenny Pearce- Mental Health and Wellbeing Lead
- Alison Pass- Designated Safeguarding Lead
- Tom Hill- Deputy Designated Safeguarding Lead
- Steph Noyes- Deputy Designated Safeguarding Lead
- Tiff Hughes- Emotional Literacy Support assistant -ELSA

Implementation

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the PSHE scheme and PSHE Association guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner, see **Appendix 1**.

Please see **Appendix 2** on how the school supports pupils' positive mental health in school.

Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise. This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. Helping pupils to develop social relationships, support each other and seek help when they need to
3. Helping pupils to be resilient learners
4. Teaching pupils social and emotional skills and an awareness of mental health
5. Early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
6. Effectively working with parents and carers
7. Supporting and training staff to develop their skills and resilience

Wootton Bassett Infants' School

Pupil Wellbeing and Mental Health Policy

Updated: February 2022

Review: February 2025

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- circle time approaches or 'circle of friends' activities
- managing feelings resources e.g., 'worry boxes' and 'worry eaters'
- managing emotions resources such as 'the incredible 5-point scale'
- ELSA support groups
- therapeutic activities including art, Lego and relaxation and mindfulness techniques

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire
- The Boxall Profile
- Emotional literacy scales

Identifying Needs and Warning Signs

Staff will raise concerns for a pupil's wellbeing based on changes with their behaviour or following conversations between pupils and/or parents and carers. There may be other indicating factors such as:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the Designated Safeguarding Lead and/or the emotional wellbeing lead as appropriate.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive, and non-judgemental. Staff should listen rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?'

Wootton Bassett Infants' School

Pupil Wellbeing and Mental Health Policy

Updated: February 2022

Review: February 2025

Working with Parents

In order to support parents, we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g., through parent forums.
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children
- Keep parents informed about the mental health topics their children are learning about in PSHE

When a concern has been raised the school will:

- Contact parents and carers and meet with them. In most case parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as safeguarding issues.
- Offer information to take away and places to seek further information
- Make a record of the meeting
- Discuss how the parents and carers can support their child
- Keep parents and carers up to date and fully informed of decisions about the support and interventions

Parents and carers will always be informed if their child is at risk of danger. We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

Working with other agencies and partners

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families, including:

- The school nurse
- Educational psychology services
- Behaviour support
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers

Wootton Bassett Infants' School

Pupil Wellbeing and Mental Health Policy

Updated: February 2022

Review: February 2025

Staff Training







As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep pupils safe. The Anna Freud Centre provides free information and support for staff wishing to know more about a specific issue.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Signposting

We will ensure that staff, pupils, and parents are aware of what support is available within our school and how to access further support.

Useful links

-  <https://www.annafreud.org/parents-and-carers/> offers advice and guidance to help support the children and young people who may be struggling with poor mental health.
-  www.youngminds.org.uk champions young people's mental health and wellbeing
-  www.mind.org.uk advice and support on mental health problems
-  www.minded.org.uk (e-learning)
-  www.time-to-change.org.uk tackles the stigma of mental health
-  www.rethink.org challenges attitudes towards mental health

Links to other policies

This policy should be read in conjunction with our SEND policy in cases where pupils mental health needs overlap with these. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE and RSE policies. It should also sit alongside safeguarding procedures.

This policy will be reviewed every 3 years as a minimum. It is next due for review in February 2025. Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis.

Wootton Bassett Infants' School

Pupil Wellbeing and Mental Health Policy

Updated: February 2022

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Appendix 1

Progression of knowledge PSHE

Wootton Bassett Infants' School

Progression of PSHE/RSE

Links to RSE curriculum

	EYFS	Year 1	Year 2	Vocabulary
<p>Health and Wellbeing</p> <p>Healthy lifestyles (physical wellbeing)</p> <p>Mental health</p> <p>Ourselves, growing and changing</p> <p>Keeping safe</p> <p>Drugs, alcohol and tobacco</p>	<p>Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> Keeping healthy- hygiene, healthy eating, toothbrushing, sleep routine, 'screen time', physical activity Know correct procedures for washing hands. <p>Mental health</p> <ul style="list-style-type: none"> Managing feelings Knowing things I like/ dislike and things I am good at. <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> Body parts and my five senses. Managing feelings Knowing things I like/ dislike and things I am good at. Looking at themselves and how they change. Moving on and transitioning to year 1. How we change from a baby - changes over time. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. 	<p>Healthy lifestyles (physical wellbeing)</p> <ul style="list-style-type: none"> Explain how much sleep they need Discuss why exercise is good for them Understand they can choose what happens to their bodies List healthy snacks Demonstrate hygienic ways to look after their bodies. <p>Mental health</p> <ul style="list-style-type: none"> Discuss their star qualities Identify what a positive learning attitude is Talk about hopes they have for the future Identify and name common feelings Select times and situations that make them feel happy Talk about what makes them feel unhappy or cross Explain how change and loss make them feel Understand the importance of sharing their thoughts and feelings <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> Talk about jobs they can do when they grow up Discuss what skills and interests are needed for different job Talk about hopes they have for the future Discuss what they are looking forward to about next year Identify their own special traits and qualities Talk about what makes them feel unhappy or cross Explain how change and loss make them feel Use the scientific names introduced to name male and female body parts; 	<p>Healthy lifestyles (physical wellbeing)-</p> <p>SCIENCE LINKS</p> <ul style="list-style-type: none"> Find out and describe the basic needs of animals for survival (food, water, air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene. Recognise the appropriate portion sizes of the 5 food groups. Describe how often we should exercise and give examples of how to exercise. <p>Mental health</p> <ul style="list-style-type: none"> Know that their private body parts are private Identify and discuss feelings and emotions, using simple terms Describe things that make them feel happy and unhappy Understand that they have a choice about how to react to things that happen Talk about personal achievements and goals Describe difficult feelings and what might cause these feelings Discuss things for which they are thankful Focus on an activity, remaining calm and still Talk about their own likes and dislikes <p>Ourselves, growing and changing</p> <ul style="list-style-type: none"> Know that their private body parts are private Identify and discuss feelings and emotions, using simple terms Describe things that make them feel happy and unhappy Describe how they have changed since they were a baby Use the scientific names introduced to name male and female body parts; Identify some difference between males and females Talk about their own likes and dislikes 	<p>bacteria, body, brain, brushing, chemicals, chemist, choice, clean, colds, consent, contact, coughs, danger, dentist, diet, disease, doctor, emergency, exercise, germs, healthy, heart, help, illness, medicine, mind, muscles, permission, pharmacist, poisonous, protect, rest, rules, safe, secret, serious, sleep, spread, strength, sugar, surprise, touch, treat, uncomfortable, unhealthy, unsafe, virus, warning, wash</p> <p>achievement, angry, bored, calm, choice, complain, concentrate, confused, decision, difficult, dislike, embarrassed, emotions, fears, fed up, feelings, focus, frightened, frustrated, future, goal, gratitude, happy, healthy, helpful, like, lonely, mind, mindful, negative, nervous, new, past, perseverance, positive, prefer, relaxed, resilience, respond, rest, sad, safe, shocked, thankful, thinking, thoughts, unhelpful, upset, worries</p> <p>adulthood, advice, carers, caring, change, childhood, comfortable, consent, coping, curious, develop, differences, difficult, emotions, female, genitals, grandparents, independence, love, male, needs, opportunities, parents, penis, private parts, respect, responsibility, rules, safe, siblings, similarities, testicles, touch, traditions, trusted adult, uncomfortable, unique, vagina, worried</p>

Wootton Bassett Infants' School

Pupil Wellbeing and Mental Health Policy

Updated: February 2022

Review: February 2025

	<ul style="list-style-type: none"> • Understand the differences between males and females. • Know where our private parts are. 		<ul style="list-style-type: none"> • Understand that peoples' needs change as they grow older • Talk about things they would like to do when they are older • Discuss some changes that people might go through in life • Understand that the creation of new life requires a male and a female. • Understand that a baby takes nine months to develop. • Understand the love and care a baby needs as it develops. 	
	<p>Keeping safe</p> <ul style="list-style-type: none"> • Understanding why and how to keep safe- safe pedestrian • Fire Safety • Understand that our body belongs to us. • Know that people need permission to touch our bodies. • Know what to do if we feel unsafe. 	<p>Keeping safe</p> <ul style="list-style-type: none"> • Know what to do if we feel unsafe • Understand the importance of sharing their thoughts and feelings 	<p>Keeping safe</p> <ul style="list-style-type: none"> • Identify some everyday dangers • Understand some basic rules that help keep people safe • Know what to do if they feel in danger • Identify some dangers in the home • Identify some dangers outside • Identify which information they should never share on the internet • Know that their private body parts are private • Recall the number to call in an emergency • List some people who can help them stay safe • Understand that they have a choice about how to react to things that happen • Describe difficult feelings and what might cause these feelings • Identify the body parts that we keep private • Understand the words 'no' and 'stop' • Identify an adult they can talk to if they are concerned about inappropriate touch 	<p>999, burn, chemicals, choke, danger, e-Safety, emergency services, fall, fire, harm, hazard, help, hurt, Internet, liquids, medicines, online, poisonous, protect, rail, risk, road, rules, safe, sharp, stranger, safer stranger, tablets, traffic, trip, trusted adult, uniform, unsafe, water</p>
		<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • Know to ask a trusted adult if uncertain about whether something is safe to eat or drink 	<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • Identify some dangers in the home • Identify some dangers outside 	<p>chemicals, choke, danger, harm, hazard, help, hurt, liquids, medicines, poisonous, protect, risk, tablets, unsafe,</p>
<p>Relationships</p> <p><i>Families and close positive relationships</i></p> <p><i>Friendships</i></p> <p><i>Managing hurtful behaviour and bullying</i></p> <p><i>Safe relationships</i></p> <p><i>Respecting others</i></p>	<p>Families and close positive relationships</p> <ul style="list-style-type: none"> • Building constructive and respectful relationships. • Talking about members of immediate family. • Building positive relationships • Name and describe people who are familiar to them. • Understands that all families are different. 	<p>Families and close positive relationships</p> <ul style="list-style-type: none"> • About the roles different people (e.g. acquaintances, friends and relatives) play in our lives • Identify the people who love and care for them and what they do to help them feel cared for • Explain what is different and special about their family. 	<p>Families and close positive relationships</p> <ul style="list-style-type: none"> • Explain who the special people in their lives are • Talk about the importance of families • Describe what makes someone a good friend • Identify a way to show others they care 	<p>achieve, caring, choices, conflict, cooperate, cooperation, disagreement, family, friend, friendship, group, happy, healthy, help, important, kind, listen, love, making up, need, positive, safe, share, skills, solve, sort, special, support, talk, team, thoughtful, time, trust, trusted adult</p>

Wootton Bassett Infants' School

Pupil Wellbeing and Mental Health Policy

Updated: February 2022

Review: February 2025

	<p>Friendships</p> <ul style="list-style-type: none"> Building constructive and respectful relationships. Considering the feelings of others. <p>Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> Expressing and naming my feelings. Considering the feelings of others. Knowing about and understanding bullying. <p>Safe relationships</p> <ul style="list-style-type: none"> Considering the feelings of others. <p>Respecting others</p> <ul style="list-style-type: none"> Thinking about the perspectives of others. Celebrating achievements of myself and others Working with others Sharing 	<p>Friendships</p> <ul style="list-style-type: none"> Recognise the ways in which they are the same and different to others How to listen to other people and play and work cooperatively How to recognise when they or someone else feels lonely and what to do What is kind and unkind behaviour, and how this can affect others Understand that boys and girls can both do the same tasks and enjoy the same things <p>Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> How to recognise when they or someone else feels lonely and what to do How to ask for help if a friendship is making them feel unhappy That bodies and feelings can be hurt by words and actions; that people can say hurtful things online How people may feel if they experience hurtful behaviour or bullying That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult <p>Safe relationships</p> <ul style="list-style-type: none"> Identify the people who love and care for them and what they do to help them feel cared for How to ask for help if a friendship is making them feel unhappy <p>Respecting others</p> <ul style="list-style-type: none"> Recognise the ways in which they are the same and different to others How to treat themselves and others with respect; how to be polite and courteous 	<p>Friendships</p> <ul style="list-style-type: none"> Understand that people's bodies and feelings can be hurt Understand that different people like different things Understand that girls and boys can like different things, or the same things Describe what makes someone a good friend What is kind and unkind behaviour, and how this can affect others How to recognise when they or someone else feels lonely and what to do <p>Managing hurtful behaviour and bullying</p> <ul style="list-style-type: none"> Know how to resolve an argument in a positive way Know the skills involved in successful cooperation That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult <p>Safe relationships</p> <ul style="list-style-type: none"> Identify an adult they can talk to if they are concerned about inappropriate touch Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe That bodies and feelings can be hurt by words and actions; that people can say hurtful things online <p>Respecting others</p> <ul style="list-style-type: none"> Understand that different people like different things Understand that girls and boys can like different things, or the same things Identify a way to show others they care How to treat themselves and others with respect; how to be polite and courteous How to listen to other people and play and work cooperatively 	<p>active listening, behaviour, bullying, care, choices, community, compliment, discussion, fair, family, friends, group, helpful, joking, kind, learner, mindset, needed, negative, polite, positive, safe, secure, special, support, team, teasing, thoughtful, unkind</p> <p>angry, body language, calm, confidence, cross, disagree, wellbeing, emotions, facial expressions, feelings, loss, memories, mental health, nervous, opinions, qualities, sad, safe, secure, share, skills, speak, talk, thoughts, uncomfortable, unhappy, worried</p> <p>comfortable, communicate, healthy, helpful, lie, mental wellbeing, pretend, private, true, trusted adult, uncomfortable</p> <p>active listening, behaviour, bullying, care, choices, community, compliment, discussion, disrespectful, fair, family, friends, group, helpful, joking, kind, learner, negative, polite, positive, respect, respectful, safe, secure, special, support, team, teasing, thoughtful, unkind</p>
<p>Living in the Wider World</p> <p>Shared responsibilities</p> <p>Communities</p> <p>Media literacy and digital resilience</p>	<p>Shared responsibilities</p> <ul style="list-style-type: none"> Promoting British Values Understanding their responsibility towards Keeping the School Values Explain the reasons for rules, know right from wrong and try to behave accordingly 	<p>Shared responsibilities</p> <ul style="list-style-type: none"> What rules are, why they are needed, and why different rules are needed for different situations How people and other living things have different needs; about the responsibilities of caring for them Things they can do to help look after their environment 	<p>Shared responsibilities</p> <ul style="list-style-type: none"> How people and other living things have different needs; about the responsibilities of caring for them Things they can do to help look after their environment What rules are, why they are needed, and why different rules are needed for different situations 	<p><u>affect, care, choice, difference, earth, environment, environmental, family life, happy, harm, help, home, important, learn, love, natural, needs, people, planet, problem, protect, resources, right, safe, same, school, similarity, special, people, trust, world</u></p>

Wootton Bassett Infants' School

Pupil Wellbeing and Mental Health Policy

Updated: February 2022

Review: February 2025

<p><i>Economic wellbeing: Money</i></p> <p><i>Economic wellbeing: Aspirations, work and career</i></p>	<p>Communities</p> <ul style="list-style-type: none"> Understanding that some places are special to members of my community Similarities and differences between life in this country and life in other countries. Recognise that people have different beliefs and celebrate special times in different ways. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. 	<p>Communities</p> <ul style="list-style-type: none"> The different groups they belong to The different roles and responsibilities people have in their community Recognise the ways they are the same as, and different to, other people That jobs help people to earn money to pay for things 	<p>Communities</p> <ul style="list-style-type: none"> Recognise the ways they are the same as, and different to, other people Things they can do to help look after their environment The different groups they belong to 	<p>accepting, beliefs, belong, Britain, British, British Isles, celebrations, choice, coast, community, countryside, difference, dress, environment, happy, harm, helpful, island, kindness, lakes, listen, live, local area, mountain, natural, neighbour, neighbourhood, proud, respect, responsibility, right, river, safe, same, share, similarity, town, United Kingdom</p>
	<p>Media literacy and digital resilience LINKS TO COMPUTING and Safer Internet Day</p> <ul style="list-style-type: none"> How the internet and digital devices can be used safely to find things out and to communicate with others That not all information seen online is true The role of the internet in everyday life 	<p>Media literacy and digital resilience LINKS TO COMPUTING and Safer Internet Day</p> <ul style="list-style-type: none"> How the internet and digital devices can be used safely to find things out and to communicate with others That not all information seen online is true The role of the internet in everyday life 	<p>Media literacy and digital resilience LINKS TO COMPUTING and Safer Internet Day</p> <ul style="list-style-type: none"> How the internet and digital devices can be used safely to find things out and to communicate with others That not all information seen online is true The role of the internet in everyday life 	<p>access, activity, address, apps, comfortable, communicate, connected, device, download, electronic, emoji, fact, fake, healthy, helpful, hobbies, information, interests, Internet, lie, mental wellbeing, message, messaging, network, news, offline, online, password, personal information, picture message, pretend, private, screen time, sleep, social media, surname, text message, true, trusted adult, uncomfortable, video call</p>
	<p>Economic wellbeing: money</p>	<p>Economic wellbeing: money</p> <ul style="list-style-type: none"> What money is; forms that money comes in; that money comes from different sources That money needs to be looked after; different ways of doing this. That people make different choices about how to save and spend money The difference between needs and wants; that sometimes people may not always be able to have the things they want 	<p>Economic wellbeing: money</p> <ul style="list-style-type: none"> What money is; forms that money comes in; that money comes from different sources 	<p>bank, bank account, buy, choice, coins, community, contactless, credit card, electronic, goods, important, job, track, list, money, need, notes, offer, online banking, online transfer, payment, piggy bank, possessions, price, purse, receipt, record, role, safe, salary, save, shopping, spend, value, wages, wallet, want, work</p>
	<p>Economic wellbeing: Aspirations, work and career</p> <ul style="list-style-type: none"> How to show resilience and perseverance in the face of challenge. 	<p>Economic wellbeing: Aspirations, work and career</p> <ul style="list-style-type: none"> That jobs help people to earn money to pay for things Different jobs that people they know or people who work in the community do 	<p>Economic wellbeing: Aspirations, work and career</p>	<p>achievement, aims, ambition, attitude, change, communication, creative, determined, future, goal, grow, happiness, hard-working, help, improve, job, learn, positive, progress, qualification, routine, skill, star qualities, strength, success, training</p>

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Pupil Wellbeing and Mental Health Policy

Updated: February 2022

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Appendix 2

Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including:

Pupil-led Activities

- Campaigns and assemblies to raise awareness of mental health via the School Council

Transition Support

- Support for vulnerable children, for example, Speech and Language (SALT)
- support small group work such as Lego Club or Social Communication groups
- Transition meetings with parent/carers, pupils, and relevant staff
- Key Adults might support junior school visits with vulnerable pupils

Class Activities

- Worry boxes
- Mindfulness and breathing/meditation in class
- Special mentions for displaying the School Values
- Kindness trees

Whole School

- Wellbeing Focus, established through PSHE scheme
- Assembly themes
- Using the Power of Reading to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc.

Small Group Activities

- Small friendship, social skills groups
- Lunch Club support
- Teaching about Mental Health and Emotional Well-being
- Through PSHE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.