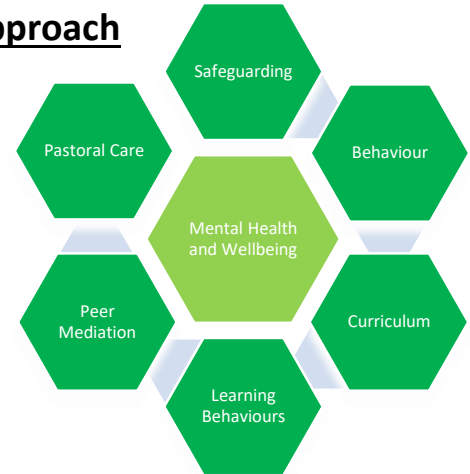




## Supporting Mental Health & Wellbeing: Our Graduated Approach

### Step 1: Universal Provision



- **Safeguarding**
  - Staff are trained in supporting mental health and wellbeing (ACEs, attachment, bereavement, most have achieved Mental Health Level 2) and are alert to safeguarding needs and vulnerabilities.
- **Behaviour Policy**
  - **Values driven:** Children experience ‘*a community living out Christian values and making choices which lead to hope, aspiration and fulfilment*’.
  - **Relationship focussed:** Meet and Greet Welcome, relationship building, ‘*every child matters to God and has the right to be treated with dignity, learn about their innate worth and understand their unique value*’.
  - **Trauma Informed:** Behaviour is the child communicating emotion or distress where they may be unable to express verbally; our responsibility is to identify and provide for the need, teaching in the moment towards self-regulation and emotional health.
  - **Restorative Practice:** Behaviour is nurtured and taught, not ‘done to’. Personal development and character formation are at the heart of how we treat and nurture children.
  - **ME time:** integral to our reward system, children select from a range of activities they enjoy (such as cooking, trim trail, mindfulness colouring etc.) supporting wellbeing.
  - **Zones of Regulation:** Each class complete this programme and are able to reflect, evaluate and find support to regulate their emotions daily
- **Curriculum**
  - **Mental & Emotional Health:** PSED/PSHE and RSE delivered through a regular diet of SCARF and Protective Behaviours
  - **Spiritual Health:** RE and Collective Worship support children to reflect on themselves and their place in God’s world. Singing is recognised as decreasing symptoms of anxiety, stress and depression and we believe worship brings spiritual strength (*Psalm 63, Isaiah 61: 1-3*).
  - **Physical Health:** Being physically active supports mental health through release of endorphins; PE sessions promote being physically active as well as additional opportunities at lunchtimes with Sports Coaches running sessions.
- **Peer Mediation**
  - A programme to support friendships and conflict resolution, young leaders are trained to facilitate mediation sessions to support peers to navigate through challenging conversations and gives everyone the opportunity to be heard. The programme is designed to encourage resilience and allow our children to develop healthy relationships with tools and strategies that they can take into adulthood.
- **Growth Mindset**
  - A culture of **Growth Mindset** instils the belief that we can persevere, be resilient and overcome challenges, developing mental resilience to be able to approach challenges positively, both in the context of academic learning but also in our personal circumstances. Growth Mindset nourishes our vision of character formation.
- **Pastoral Care**
  - Building Relationships is at the heart of our ethos and community.
  - Councils and Action Groups (see Coleshill Young Leaders) promote a sense of community and shared values
  - Resource for Staff: Strategies to support Social and Emotional Learning by the Early Intervention Foundation

## Step 2: Targeted Support

Targeted Support will be planned and part of the process of the Class Provision Map, subject to SMART targets and regularly reviewed for impact. Teachers will have a firm understanding of the support/ intervention in place and should ensure that there is opportunity for transference of and application of skills/concepts being taught being put into practise in the classroom context.

Children we have concerns about will be screened using the Strengths and Difficulties Questionnaire.

Area of Need	Support / Intervention	Why	How
Emotional Health	Zones of Regulation	Children who need more targeted support complete 1:1 sessions to manage their distressed behaviour through exploring emotion and strategies to self-regulate.	1-1 intervention.  Nurture Room
	Emotional Literacy	A tailored approach led by specific needs identified on the Strength and Difficulty Questionnaire (SDQ) or the ELSA baseline.	Group of up to 4 or 1:1  Nurture Room
	Boomerang	A one off, structured 6 week programme designed to build confidence and self-esteem	Group of up to 6  Nurture Room
	Lego Therapy	A programme designed to support friendship building addressing turn taking, listening and co-operation.	Child in need with chosen friend  Nurture Room
	Individualised Behaviour Plans and Reward Systems	Support children to regulate their behaviour where the whole school approach is not sufficient.	Class-based plans followed daily
Mental Health and Wellbeing	Nature Detectives (outdoor learning).	Supports children who class teachers have identified as vulnerable (regarding their mental health and using the SDQ). They may be finding it difficult to concentrate for extended periods during the day and would also benefit from a movement/concentration break. This will also support relationship building and may be used as an attendance motivator.	1-1 or groups of up to 6.  Outdoors
	Pet Therapy	Supports children who may be finding it difficult to concentrate for extended periods during the day and would benefit from a movement/concentration break. This gives the child a sense of responsibility and worth. It is used as a talking therapy and may be used as an attendance motivator.	1-1/ small group  Outdoor - Nursery
	Mentoring	Supporting children with self-confidence around transition to Year 7	1-1

According to need, support will also be put in place to support children with: Bereavement /Loss, Family illness, Separation Anxiety or being a Young Carer.

## Step 3: Specialist Support

- **Safeguarding:**
  - **Early Help:** A Process which celebrates the protective factors for the child and examines how we can add professional support to areas where risk factors are identified.
  - **Family Information Service:** A family service who we can refer parents to that provides information, advice and one-to-one support for families with children and young people aged 0 to 25 across Warwickshire.
  - **RISE (CAMHS):** Pupils can be referred to RISE when there are severe concerns about their mental health and/or development. This could be a single-point of entry referral or a referral to the neurodevelopmental team. Parents can also complete the online dimension tool to access support.
  - **MASH:** In response to concerns identified on green forms, the DSL would access the education helpline, or MASH for a referral.
- **External Agency Support:**
  - **Educational Psychologist/Specialist Teaching Service:** School have a link psychologist and specialist teacher who are able to support school, and pupils, with a whole range of issues, including supporting mental health and well-being.
  - **Guy's Gift/ Edwards Trust:** Charities that guide and support bereaved young people.