St Peter's Mental Health and Wellbeing Strategy

Whole school programme Pupils Years R – 4 (Graduated response - Universal provision)

Whole school

* Positive language, interactions and relationships are at the centre of school life.
* PACE approach – playfulness, acceptance, curiosity, empathy.
*Reward systems.
*Calm school environment, daily routines.
*Daily mindfulness opportunities.
*Collective Worships planned which include time for reflection and connection for all.
*PSHE lessons – planned wellbeing elements for all years included.
*Reporting worries: Worry Monsters /boxes in all classes.
*Mental Health and Wellbeing support and ideas sent home via TIOT newsletter.
*Clubs offered to support healthy lifestyles and connections.
*Participation in Children's Mental awareness week.
*The quiet areas where pupils can take time out with a reflection or mindfulness activity.
*Access to wellbeing garden during playtime.
*Whole staff CPD: Trauma Informed Practice, Autism Awareness trained staff team.

Tier 1

SEN Support

Class teacher and teaching assistant

Worcestershire graduated response: SEMH (social, emotional and mental health), CI (Communication and interaction)

1. Creating a supportive & enabling environment based on information about the child e.g. morning transition routine includes specific, predictable tasks.
2. Relationship building - opportunities to notice and respond.
3. Coaching - small group/1:1: Understanding emotions, neuroscience – hand brain model, emotional regulation strategies, the anxiety hump (Dr Alice Boyes), conflict resolution, social interaction. Interventions – Time to Talk (KS1), Socially Speaking (KS2).
4. Pupil voice conversations e.g. School Wellbeing Cards. (Notes saved on Edukey.)
5. Positivity diary – capture 'glitter moments', positive reflections (parents and teachers).
6. Communicating with parents/carers to profile strengths and barriers, focus on listening and not immediately 'fixing'. Scheduled meeting per term.
7. Link parents with our family support worker Lisa Sinclair (Cornerstone Family Support Agency).
8. Signposting to supporting organisation/resource/training: **See Supporting Families document**, **Supporting Families at St Peter's (Website).**
9. Targeted anxiety and wellbeing support implemented across year group: e.g. daily visual timetable boards, activity boxes for sensory/regulation breaks. alternative playtime arrangements, morning transition support. ABCC monitoring.

Tier 2

SENDCo

1. Communication with SENDCo, Mental Health First Aider, Worcestershire Autism Awareness Mentor - create targeted outcomes and write an Individual Learning Plan or Pupil Passport to summarise key strategies/interventions.
2. EBSA emotionally based school avoidance intervention/support (non-attending).
3. Termly review with parent and teacher.
4. Referral to external agencies – Melo.
5. Referral to and consultation with external agency – Educational Psychology, behaviour Support Team, Complex Communication Needs Team.
6. Worcester Autism Mentor programme.

Tier 3

DSL/SENDCo

1. Children's Social Services Referral (via DSL)
2. CAMHS Referral