

# Chadsmead's Support for Social Emotional Mental Health Needs



All children take part in

- Conversations with their teacher each day to build relationships and trust
- A verbal daily check-in with their class teacher to see if they are ok on entry to class – In EYFS, KS1 and Lower KS2 this can include age recognition of an appropriate mood monster.
- Opportunities to share their worries and concerns with staff verbally
- A PSHE session each week – Jigsaw – that focuses on themes and values relating to Social, emotional and mental health alongside the PSHE curriculum such as worries, being different, resilience, perseverance and loneliness.
- The PSHE Jigsaw curriculum includes Growth Mindset work, breathing exercises (Calmer Me), the teaching of physical health and mental wellbeing alongside modules on relationships, sex and health education.
- Whole School assemblies and involvement in awareness days such as World Mental Health Day, Anti-bullying Week, Children's Mental Health Week, Safer Internet Day
- A PE curriculum that includes Yoga to improve children's emotional regulation, mood and resilience.
- Regular assemblies to celebrate success and reinforce the characteristics of effective learning - perseverance, concentration, pride, willingness to have a go, developing their own ideas, making links
- Place their worries or concerns in the class worry box to be shared with the teacher – these may or may not be built into class discussion within the week or initiate a 1:1 conversation with a child who have expressed a worry.
- Additional rewards are given to children identified actively carrying out appropriate behaviours or rewards for undertaking specific tasks or activities in line with our school behaviour policy.

Some children who need additional support might then also:

- Have a personal daily check in and discussion opportunity if it is needed – staff remain reactive to the needs of individual pupils in their class. This may be with their class teacher or with one of our Mental Health Champions within school.
- Be introduced to the use of an anxiety thermometers / smiley face chart or emotion wheel to help communicate their feelings
- Take part in lunchtime activities and /or after school activities to support their needs.
- Have space to gain to calm or reflect during the school day.
- Use a feelings diary or feelings tracker to record their feelings each day / week.
- Be given opportunities to practise relaxation techniques / breathing activities.
- Be given opportunities to practise mindfulness colouring activities.
- Be given opportunities to learn about positive thought and the Power of "yet"
- Be given opportunities to develop their own toolkit of strategies to help lower anxiety levels and address their own identified needs.
- Be supported through a personalised behaviour plan, if appropriate, in order to target identified behaviours and earn additional rewards.
- Be allowed to bring in / use a comforter item – chewy bracelet / necklace or small familiar object to aid home/school transition.
- Be discussed with the school's SENCO, by the class teacher or by a parent directly, as part of our whole school policy to identify any significant SEND or Social, emotional Mental Health Needs.
- Need additional home / school liaison to maintain communication and celebrate personal successes.
- Take part in Mental Health Workshops run by a locally based charity.

A few children may need further additional support through an external agency referral such as:

- GP / Medical Services – to discuss your concerns about a child’s ongoing low mood or anxiety
- Staffordshire Local Authority SEND and Inclusion Hub & Local Management Group
- School Nurse 0 to 19 referral – to alert the school nurse and paediatric team about your child and the worries you have to obtain signposted help and support in order to support your own child’s needs.
- Children in Action – a charity created to help vulnerable children and young people to provide practical and emotional support to meet their needs including disabled children, fostered children, adopted children, young carers and parenting support.
- Malachi Family Support Service – a service that helps families to improve relationships, support emotional health and well-being, address challenging behaviours across the whole family. They also offer group therapeutic based interventions & counselling.
- Barnados – a charity that supports a range of needs including mental health and well-being, children seeking asylum, children with parents in prison, children experiencing alcohol and substance misuse, children experiencing domestic violence or children who are young carers.
- Young Minds – a charity supporting children with mental health issues
- Another external agency relevant to the child’s individual needs such as a family support worker, social worker or child protection services.

