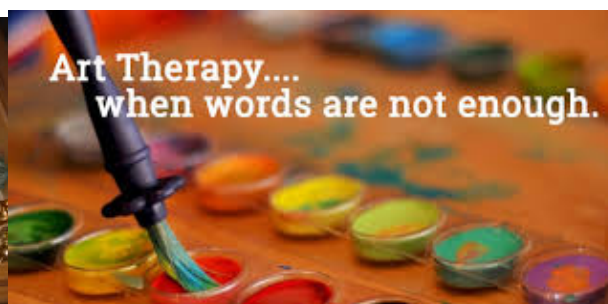




An overview of therapeutic interventions and strategies delivering improved mental health and wellbeing for our children.



1-1 Interventions and strategies

Lego - Build to Express

This has been found to be particularly successful with boys. It is a hands on creative, talking therapy that helps pupils express their thoughts and feelings through Lego. The method ensures a secure and non-judgemental process for solving problems and expressing personal feelings.

Drawing and talking

A safe non-intrusive therapeutic method of working with children who may have underlying emotional difficulties, or have suffered some form of trauma which is preventing them from realising their full potential.

Therapeutic Arts

Sandtray, art, clay, dance, music, drama and puppets are all forms of art which are used therapeutically, to help improve a child's physical, mental and emotional wellbeing. These methods utilise art and artistic mediums to help children explore their thoughts and emotions in a unique way. The idea behind this type of therapy is to use art as a primary means of communication, something that can be useful for those who find it difficult to verbalise their feelings.

1-1 counselling

1-1 Counselling for children is offered for a range of issues, emotional, behavioural or any significant change in the child's environment. For example a bereavement or parents separating. The sessions are for 40 minutes and are weekly. During the sessions the counsellor will use different mediums such as play, art, sand and drawing. The sessions are reviewed after a term to assess whether the child needs ongoing support or perhaps a change of support from the Pastoral Team. These sessions are confidential unless there are any safeguarding issues.

Parents are also offered the counselling service. This can be one parent or both together depending on the issues they want to work on. This can include the counsellor working with a parent and child together in the sessions to address their relationship if they are experiencing difficulties in communicating. These sessions are also reviewed to decide the progress made and if needed working towards an ending. The sessions with the parents are confidential as long as there are no safeguarding issues.

Mentoring

A consistent adult to provide 1-1 support in the classroom setting to a child who is demonstrating emotional or behavioural difficulties. A mentor will 'check in' with the child throughout the week and liaise with the Class Teacher to ensure effective support in working towards their class targets.

Group interventions and strategies

M&M

M&M - this stands for Mirror and Modify (look and change). Two classes are identified each term with 6 children from each class. The children are referred for various reasons and some are there as a good role model. We address behaviours, emotional needs and self esteem issues. The group runs for a term and they take home a folder of work that they have completed. We start off with a short circle time to explore what is going well for them and if they have had any difficulties during the week. Then there is an activity exploring the above. M&M is finished with a piece of fruit and a drink, which promotes social skills, taking turns and building relationships with their peers.

Calm Start

A small group of children meet every morning and prepare their breakfast. They share this meal together and whilst doing so, they share their feelings, thoughts and ideas. After this, they carry out a calming activity, for example a mindfulness activity, peer massage or a game that promotes empathy and social skills.

Calm Start aims:

- to settle children in readiness for their day
- to diminish or leave behind any worries which may negatively impact on a child's day
- to build independence and social skills
- more time for children to express their feelings, thoughts and ideas in a small, supportive group
- to build confidence when talking and sharing with others
- to develop self-esteem
- time to consider feelings and discuss what we might do to cope with the feelings
- to learn about emotions and empathy
- to work on children's individual targets, which continue in their classroom

LEGO therapy

Lego therapy is carried out in a small group of 3/4. It supports children in developing their communication skills through a highly structured programme, which is also fun and engaging. Through LEGO therapy, children can learn to communicate with others, express their feelings, change their behaviour and develop problem-solving skills.

Evolve

A targeted provision for a small group of children whose playground behaviour is a cause for concern. The children eat lunch together; play inside together; go outside to play together for a short period of time and then finally have time to reflect on how well they've done with their lunchtime targets. A member of the pastoral team plans the programme and acts as a good role model for the children. They support the group in developing appropriate playground behaviour, so they can slowly be reintroduced to the main playground without support.

Random Acts of Kindness

This is for a small group of children who find sustaining friendships difficult. It helps children focus on the small acts of kindness they carry out or that they receive, rather than the negative interruptions in their friendships. The adult leading the group supports the children in keeping a kindness diary, which the group reflect on at the start of every meeting. We use all art forms and LEGO within this group, to help the children in developing life skills such as empathy, friendship, problem-solving and how to express and control their emotions.

Whole school interventions and strategies

Five Keys to Wellbeing

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| 1) Be active | Evidence suggests that a small improvement in wellbeing can help to decrease some mental health problems and also help people to flourish. The Five Keys to Wellbeing sets out 5 actions to improve personal wellbeing for children, staff and parents. Children are encouraged to carry out the Five Keys of Wellbeing in all areas of their life. The importance of the five keys is highly promoted throughout the school and children are rewarded for showing the five actions as through these actions they are looking after their mental health. |
| 2) Give | |
| 3) Connect | |
| 4) Keep learning | |
| 5) Take notice | |

Protective Behaviours

A personal safety program which aims to promote resilience - using different strategies, clear communication and awareness of 'safe behaviours'.

It encourages people to:

- Assert their right to feel safe
- Listen to what their body is telling them
- Follow up by taking action to either solve problems on their own or seek assistance
- from other people.

Beechfield Bungalow

A 'drop in' provision for children who may sometimes find the playground challenging at lunchtimes. The Bungalow provides a safe, calm environment where children can socialise, play games, read and eat lunch in small groups. Staff from the pastoral team are on hand to talk to. They encourage positive relationships and are continuously modelling good behaviour and social skills.

Nursery/Reception Buddy System

Children from year 5 and 6 volunteer and are selected to be buddies to the children in Nursery and Reception. They eat lunch with their buddies, modelling good behaviour and social skills. Then they stay to play with the children, reinforcing social interaction. This system also helps the younger children to feel more connected to the rest of the school community.

Peer Massage

Peer Massage promotes empathy, respect, concentration and wellbeing. It is a fun and calming activity, which is led by an adult. The massage is a clothed child to child massage on the head, back, arms and hands given and received **ONLY** with the child's permission. The benefits of Peer Massage:

- Creates a safe and happy learning environment
- Helps develop concentration and memory
- Develops respect and responsibility for self and others
- Increases social inclusion and empathy
- Has proven to reduce aggression and bullying
- Empowers children to make choices
- Reinforces positive touch
- Allows children to grow to be assertive to unwanted attention or touch

House System

The house system aims to provide a structured reward system, a sense of competition and fun through a range of school based activities. All children and members of staff are attached to one of four houses which are named after local important figures: Halliwell, Elton, Smith and Joshua.

Philosophy for Children (P4C)

P4C promotes the development of higher order thinking skills and the ability to question, debate and reason. It is an enquiry based approach, led by children to open up their learning through the exploration of ideas. It provides possibility of seeing that their ideas have value, and that others have different ideas that have value too. The children learn to take risks and develop the confidence to ask questions and learn through discussion. P4C provides the chance for children to speak and be heard without fear of getting an answer wrong, building respect for the thoughts and opinions of others.

Mindfulness

It can be easy to rush through life without stopping to notice much. Paying more attention to the present moment - to your own thoughts and feelings, and to the world around you - can improve your mental wellbeing. An important part of mindfulness is reconnecting with our bodies and the sensations they experience. This means waking up to the sights, sounds, smells and tastes of the present moment. Another important part of mindfulness is an awareness of our thoughts and feelings as they happen moment to moment. Practising mindfulness can help us to concentrate on the here and now, rather than worrying about the past or the future. Dance Break

Dance Break

One of our Five Keys to Wellbeing is 'Be active' and Dance Break is an alternative way for children to spend all or part of their break time. Fifteen minutes of dance/fitness for all of the children in KS2 to join in with. It keeps them healthy and happy!

The Daily Mile

The aim of The Daily Mile is to improve the physical, social, emotional and mental health and wellbeing of our children - regardless of age, ability or personal circumstances. The Daily Mile is a social activity, wherein the children run or jog - at their own pace - in the fresh air with friends. Children can occasionally walk to catch their breath, if necessary, but should aim to run or jog for the full 15 minutes.