

Woodhouse Primary school: flow chart for supporting a pupil's well-being:

1. Staff monitor pupil's well being and mental health using well-being tracker  
**Green**= low level concerns – children can be supported in the classroom to meet their well being needs. **See Appendix 1: Universal support**  
**Amber** = Some concerns – child will be discussed at fortnightly well-being meeting. Teacher/ staff to add comments and @ name to be contacted to explain what the concerns are. **See Appendix 2: Targeted support**  
**Red** = immediate concerns that cannot wait until next wellbeing meeting- an email will be sent to Mrs Smaldon.

Particular groups of pupils to look out for:

- Pupils who have experienced bereavement
- Pupils with existing social, emotional and mental health needs
- Pupils with other special educational needs or who are looked after
- Pupils who may have experienced or witnessed abuse

2. At well-being meetings, each pupil who is a concern will be discussed and an appropriate adult will be allocated alongside targeted support. **See Appendix 3: Targeted support resources**

ABa = Sport/ fitness

VW = Pastoral – feelings/ self-esteem/ transition UKS2

KH= Pastoral / Nurture KS1/KS2

LT = Pastoral / Nurture KS2

Year team TAs= Pastoral KS1/KS2

SS - SEND

The adult's initials will be added to the well being tracker

This should continue for at least one week after the tracker returns to green.

3. If there is an immediate concern, colour box red and email Mrs Smaldon who will decide on the correct form of targeted support required using **Appendix 3: Targeted support resources or Appendix 4: Specialist support.**

4. For some children, additional specialist support may be required. This will be decided by the wellbeing team using **Appendix 4: Specialist support.** Parents must be informed of any referrals made.

## **Appendix 1**

### **Universal support: How to support children in the classroom.**

- Maintain a sense that pupils feel safe and supported
- Ensure pupils know who they can talk to for support as well as external sources for older children e.g. Childline
- Be calm and encouraging. Acknowledge pupils' feelings and that you understand why they might be feeling like that
- If pupils are upset or angry, let them calm down first before encouraging/helping them to say how they are feeling
- Give pupils an outlet to express their feelings. Include lessons about feelings in the respect curriculum.
- Discuss the physical symptoms of feeling worried, scared, nervous, sad
- Agree guidelines for discussion including respect, confidentiality
- Allow children to cry or be sad. Don't expect them to be brave or tough
- Freely share feelings so children realise they are not the only ones feeling like this
- Respect the preferences of children who do not want to participate in class discussions about the situation. Do not force discussion or repeatedly ask questions of them
- Focus on what they can do to keep safe and agree guidelines for keeping each other safe
- In the classroom, plan for both periods of calm and opportunities for movement and the expenditure of energy
- Opportunities for relaxation and mindfulness
- Stick to routine – environments should be predictable and organised with clearly stated reasonable expectations. New routines and boundaries can be discussed and agreed to provide reassurance to allow children to negotiate their day with confidence
- Give pupils time– be patient

## **Appendix 2:**

### **Targeted support: Signs a pupil may need targeted support**

- Withdrawal from friends and group activities
- Avoiding social contact and spending more time alone
- Irritable and snappy with friends
- Unable to function as before
- Mood swings
- Frequent self-criticism
- Indecisiveness and confusion
- Impaired memory and concentration
- Crying spells
- Overeating or loss of appetite
- Asking questions constantly and requiring lots of reassurance
- Reluctance to separate from caregiver
- Persistent tiredness

Key questions:

Is this a stand-alone incident? Is there a repeated pattern? Are there any trends to spot?

### **Appendix 3: Targeted support resources**

#### **Nurture**

- Drawing and Talking
- Rainbows
- SULP - behaviour, friendships, feelings, differences, me, and relaxation activities
- Twinkle /Elsa Resources
- Mindfulness Activities
- Books e.g. Hello Happy, Bag of Worries, Social Skills Activities etc
- Think Good feel-good activities from book
- 101 Activities for social and emotional resilience book
- Games – Taking turns etc
- Anxiety workshops - Pawsb

#### **Arts/ crafts**

- Games – Taking turns etc
- Drawing and Talking
- Painting
- Clay
- Models

#### **Sports**

- Games outside
- Penalty shoot out
- Trim trail
- Running track
- Tennis basketball shooting
- Football skills

#### **Appendix 4: Specialist Support**

- Educational Mental Health Practitioner using suitability meetings
- CAMHS
- Family Support
- MHST
- School nurse
- Noah's Ark
- Counsellor
- Early Help Pathway
- MAST
- Workshops and parent support– Alice Lilley