

MENTAL HEALTH & WELLBEING SUPPORT PATHWAY



UNIVERSAL

SPECIALIST

SCHOOL CULTURE & RELATIONSHIPS

"Belonging is essential for well-being"
(Minds Ahead)
Hebrews 10:24 Let us think about each other and help each other to show love and do good deeds.

Understanding behaviour as communication – all staff are trained in STEP ON (a therapeutic approach to behaviour management)

Staff modelling of positive interactions, including enquiring after wellbeing ("How are you?")

Meet & Greets

Recognise and praise examples of our RESPECT values in practice with House Tokens or Good News Cards

Use of Tom Sherrington's Walkthru strategies for behaviour and relationships – see poster appendix.

Having CALM conversations & use of scripting where appropriate: "I can see you are..." (see Behaviour Protocol)

Awarding of School Ambassador or Class Captain roles or similar.

Sharing and celebrating progress and achievement – both academic and non academic: ring/dojo parents; share on socials

Regularly (e.g. termly) adjust seating arrangements to promote wider connections within the classroom.

Whole School Pupil Voice Surveys to identify themes across the students' wellbeing and perceptions:

- Autumn/Spring = **RESPECT Wheel**
- Spring/Summer = **Student Resilience Survey**.

Engagement in School Calendar for Mental Health (National/World) to raise awareness and prompt conversation:

- February = Children's Mental Health Week & Safer Internet Day & Empathy Week**
- March = Sleep Awareness Week & Neurodiversity Celebration Week & Young Carers Action day**
- May = Screen Free Week**
- November = Antibullying Week**

School's Personal Development Program of trips & visitors which develops children's character, creativity and sense of community.

Aspiration & Celebration Assemblies and visitors and career events.

Sports Premium Initiatives including activity trackers.

Outdoor Gym

CURRICULUM

Using ground rules to create a safe teaching and learning environment – see PSHE Association's Teacher guidance Teaching about mental health and emotional wellbeing

Cambridgeshire PSHE & RSE Curriculum

Science Curriculum (including teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty)

Computing Curriculum (including lessons in online safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private.)

PE Curriculum

Food Technology

Sports Premium Initiatives such as "Healthy Minds & Healthy Lifestyles"

Playground development including an outdoor gym and activity trackers.

Swimming Lessons

Level 1 & 2 Bikeability

Reading Passports & Books Lists.
Examples include:

- Wonder By R J Palacio (acceptance & difference)
- The Dot by Peter H Reynolds (resilience)
- Black Dog by Levi Pinfold (confronting fear)
- The Boy, the Mole, the Fox and the Horse by Charlie Mackesy
- My Monster and Me by Nadiya Hussain and Ella Bailey (fear, worry)
- The Lion Inside by Rachel Bright (confidence & self esteem)
- Ruby's Worry (anxiety)
- The Goldfish Boy By Lisa Thompson (OCD, friendships, loneliness and hope)

IDENTIFYING & UNDERSTANDING THE NEED

Talk with the pupil, parents and staff.

Entry/ Exit Survey (generic)

RESPECT Wheel

Student Resilience Survey

Strengths & Difficulties Questionnaire

Boxall Profile

Outcome Rating Scale (out of 10)

Early Prognosis

Roots & Fruits

Functional Behaviour Assessment

Pupil Passports (transition)

INTERNAL SUPPORT: CLASS-BASED STAFF

Call/write/meet parents.

Build relationships further.

Personalised meet & greets where staffing allows.

Positive Framing

Daily Check Ins & Tracking

Sensory Room/ Sensory Toys/ Sensory breaks

Scaffolding to ensure achievement and success – build self esteem.

Adjusted seating plans

Circle Time

Reasonable adjustment (behaviour and academic)

Early Prognosis Tool (STEPs)

INTERNAL SUPPORT: PASTORAL/ DSLs/ SENDCO

1:1 Weekly Check Ins

Story Club

Home Visits (where attendance is affected)

Additional responsibilities/ mentoring a younger student.

Access Arrangements (for formal academic assessments)

Sensory Room/ Mindfulness Time

Calm Club/ The Meadow at Lunchtimes (capacity allowing)

Resilience Group Work

Tree of life (self esteem)

Parental meetings.

Individual Support Plan/Healthcare Plan/ Behaviour Plan inc anxiety mapping etc. (STEPs)

Suspension/ Temporary Reintegration Plan where required (HT approval)

Additional SEN Assessments (cognition, attainment, literacy difficulties support).

Reasonable adjustment (behaviour and academic)

Education Team Around the Child Meeting (ETAC)

Communicating 'PACE'

Circle of Friends

Zones of Regulation

Social Stories

**Please note, the above strategies may require DSL/SLT approval but may also be delivered by classroom based staff where the timetable and environment allows in order to strengthen the child's class-based relationships and connection with the curriculum. ESM does not employ trained counsellors.*

INTERNAL SUPPORT: SIGNPOSTING TO SELF-HELP

GP Appointment (all SEMH)

<https://citymha.org.uk/Resources/Parents-Toolkit> Mental health difficulties in children and young people: A toolkit for parents. (all)

<https://www.stopbreathethink.org.uk/> gives young people, aged 21 or younger, access to free 1-1 counselling sessions. (anxiety; other)

<https://www.pookyknightsmith.com/> (anxiety)

Cards against Anxiety" by Pooky Knightsmith. It is designed for child and adult to look at together and pick action cards which they find helpful (Anxiety)

<https://www.youngminds.org.uk/parent/parents-helpline-and-webchat/> Parent Helpline & webchat (mental health – all)

[Family & Friends - Harmless](#) (self-harm)

[Supporting-Your-Child-A-Guide-for-Parents.pdf \(papyrus-uk.org\)](#) (Self-harm & suicide)

<https://nessieined.com/cambridgeshire-parents> (self-harm)

<https://www.youngminds.org.uk/young-person/my-feelings/alone-and-misunderstood/> (feeling misunderstood)

[Free Help & Counselling for Young People | Cambridgeshire, Peterborough \(centre33.org.uk\)](#) .

<https://thesleepcharity.org.uk/national-sleep-helpline/> (sleep)

<https://pinpoint-cambs.org.uk/> Helping Cambridgeshire parents who have children with additional needs and disabilities. (SEND & SEMH)

<https://www.beateatingdisorders.org.uk/get-information-and-support/get-help-for-myself/i-need-support-now/helplines/> (Eating Disorders)

[Information and support - Mind](#)

Education Inclusion Family Advisor (Michelle West) – please ask school for details.

EXTERNAL AGENCY REFERRALS & SUPPORT

Ely & Littleport Mental Health Support Team (based at ESM x1 per week March 2023 on)

Cambridgeshire Access & Inclusion Team

Early Help Assessment (EHA)

Family Support Workers

School Nurse

Young Carers

<https://www.ormiston.org/what-we-do/mental-health-and-wellbeing/support-for-children-and-young-people/orimston-families-stars/> (bereavement; families of offenders)

Child and Adolescent Mental Health Services (CAMHS).

Virtual School (LAC)

.Art Therapy.

<https://www.ceaacc.com/> (privately funded)

Younited (emotional wellbeing & mental health)

<https://www.cpft.nhs.uk/younited/>

Acorn Project (therapeutic: trauma, attachment)

<https://www.cambridgeacornproject.org.uk/>

Education & Welfare Officer (EWO – attendance)

Social Care where there is an agreed risk of harm.