



**MENTAL HEALTH & WELL-BEING FOR PUPILS AT  
KINGSLEA**

## OUR TEAM

**Ceri Russell** - Inclusion Manager

**Patricia Barrett** - PPKW/HLTA

**Karin Harris** - Learning Mentor/1:1 SEN TA

**Angela Murray** - Trainee Learning Mentor/TA

**Katharine Howard** - Attendance Officer/TA

CR, PB, KH, Jo Payne & Tracey Hill - Vulnerable Pupils Team



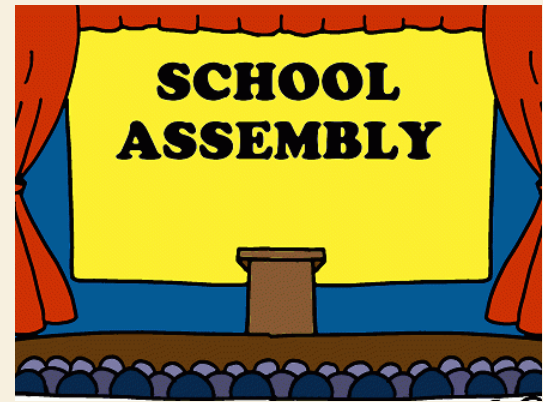


# The Role of the Inclusion Manager

- Identify pupils who have social, emotional and mental health needs through discussions with parents/carers, school staff, outside agencies etc.
- To ensure all those who work with those pupils are aware and supportive. This could be through the VPT meetings, CPOMS, Inclusion audits and informal meetings with staff.
- To co-ordinate and access support for those pupils e.g. put in place Learning Mentor Support, support from PPKW, source out of school therapy such as play or music therapy, lunch club support, set up an EHP, meet and greet etc.
- Regular training for staff so they are aware of why pupils might act the way they do and support them in putting effective strategies in place in conjunction with the PPKW.
- Ensure regular updates with parents are in place to discuss how pupils are doing. These include formal meetings, phone calls, or informally on the school gate. Signpost them to support and resources outside of school.
- Ensure myself, Learning Mentors and PPKW regularly attend relevant and useful training regarding supporting pupils with their emotional well-being.
- Attend half termly HELP SENCO meetings to constantly review and improve practice including supporting pupils with SEMH.



## ASSEMBLIES



Monday's assembly is based around a theme, often with a moral or a behavioural expectation that we value at Kingslea.

For example we may read a picture book like 'Something Else' and then talk about differences, similarities and valuing others. We also look at major events e.g. Firework night, talking about the history but also how to stay safe.

Friday's assembly is our star of the Week assembly, where we acknowledge the achievement of one child in each class.

Mr Conway

# PSHE

## Personal Social & Health Education



PSHE is delivered through weekly PSHE sessions and whole class assemblies, where a wide range of topics are covered. Mental health and well-being play a large part in these sessions, where pupils have the opportunity to discuss themselves, relationships, how to develop a healthy lifestyle, risks, diversity and equality and rights and responsibilities. Year groups each have a PSHE book where they document their learning through children's written work and photographs once a week. Books show progression through the year and are in line with year group learning journeys and the revised PSHE programme of study.

A number of clubs also support the message of PSHE such as Community Action, Young Interpreters, Play leaders and the Pupil Governing Body. At least 2 children from each year group represent our Pupil Governors. This year we are also including pupils in Reception to get an overview of the whole school.

Miss Finley

# LEARNING MENTORS

Learning Mentors:



- Offer a sympathetic ear to children with a range of behavioural, emotional and learning difficulties
- Relate to children with a wide range of abilities and often from diverse social backgrounds
- Jointly develop plans of action to help children overcome barriers to achieving their full potential
- Liaise with parents and carers
- Work closely with the Inclusion Manager and outside agencies where required



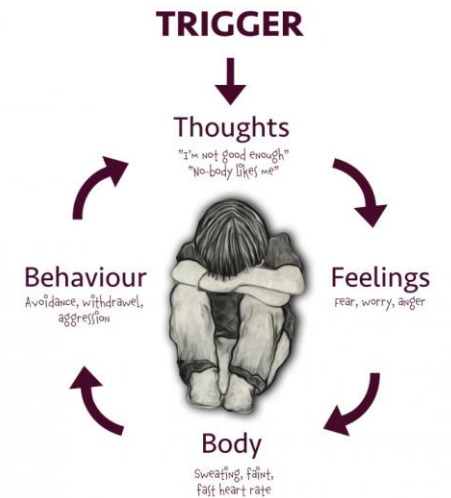
**FIGHT**  
**FLIGHT**  
**FREEZE**  
**FIDGET**  
**ATTACHMENT**  
**THEORY**

### Outside the Classroom

The Den (safe space)  
Nurture Club (alternative playground)  
1:1 informal drop-ins  
Meet & Greet Mornings  
Time to Talk (the child's voice)  
ELSA  
Drawing & Talking  
Experiences & Social Events

**CHILDREN WHO HAVE SUFFERED TRAUMA**

Beacon House  
Therapeutic Services and Trauma Team  
**The Anxiety Cycle**



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### Inside the Classroom

Teacher & TA training  
PSHE lessons  
Calming, diversion strategies  
Brain breaks (right brain activities) to build resilience  
Now, Next, Then board  
Visual timetables  
'I need a break' card

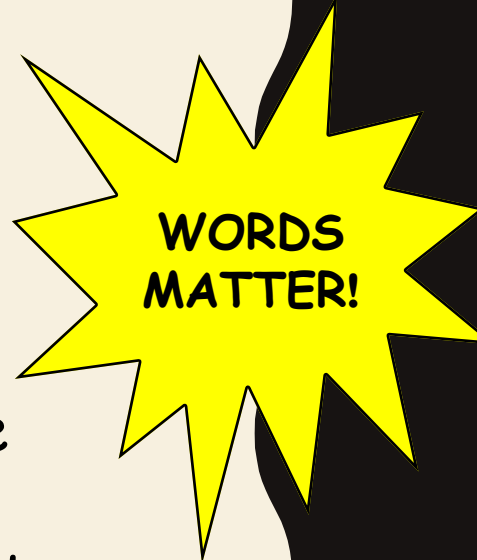
## BUILDING RELATIONSHIPS & TRUST

Encouraging the PACE approach when supporting children who have suffered trauma.

Children need to know the adults like them, that they can feel safe in the classroom and school.

Fight, flight and freeze responses are usually triggered when a child feels unsafe, unworthy, not good enough and trust has been broken.

We cannot undo the trauma but we can help build resilience and self-worth.



# PACE

Playfulness

Acceptance

Curiosity

Empathy



# INFORMATION SHARING & WORKING TOGETHER

The vulnerable pupils team meets every two weeks to discuss 'key' children and any other concerns teachers, parents or other staff members have brought forward about any child.

Teachers, TAs, parents, Inclusion Manager, Learning Mentors, members of the VPT and PB have very open, clear, constructive conversations weekly if not daily. These conversations feed into plans for intervention, classroom support and family liaison. CPOMS has enhanced our information sharing.

We know our children and Kingslea families very well.

## WHAT COULD WE DO BETTER ?

Continue to champion the need for understanding and empathy when supporting children with mental health barriers.

Ensuring handovers/transitions are managed well for children who have additional emotional needs. That support is put in place in a timely manner with little to no upheaval to the child.

Emotional pain and poor resilience are huge blocks for some children to overcome. Wanting them to be 'better' learners is not enough. Scaffolding for individual needs is a must to promote independence, resilience and self-worth.

Consistency across the school when dealing with challenging behaviour.