



# Universal Provision

## Proactive

- Age appropriate curriculum promoting positive messages; challenging children to think; enabling children to explore; providing self-help strategies & regulation.
- Assemblies - Whole School DRICE assembly focusing on achievements
- Class circle time / Wellbeing Lessons
- Stories - Reading & Reflection Trained support staff
- Worry Boxes
- Rights Respecting School - Articles of the Month
- Extra-Curricular clubs
- Peer Support ( PLT / Pupil Voice Groups)
- Staff PL - (ACE's, Engaging Empathy, Coping and Connecting)
- Sense of Community
  - Mental Health Awareness week, Children's Mental health week, CIN, Comic Relief, Anti-Bullying week, Stop Racism, Heddlu Bach
- Staff Expertise - Wellbeing Lead
- Relationships & Sexuality Education
- Period Poverty Resources
- PASS survey
- Visits In / Visits out
- Clear behaviour Policy / 10 Steps
- THRIVE - Whole School Profiling

## Reactive

- Time to listen, talk and reflect with adults
- Strong Communication links between all staff
- Peer Support (PLT / Pupils voice groups)
- Structured Activities
- Flexibility to access wellbeing interventions
- Wellbeing Check in's with Mrs Fowler
- 10 Steps Behaviour Policy
- PC Powell - School Police Co-ordinator
- Operation Encompass

## Typical Concerns

- Minor illness
- Friendship issues
- Low-level worry or stress
  - Academic, transitions, National Testing,
- Growing up
- Change / Loss
  - moving house, death of a pet, change in family circumstances
- Social Media

*These concerns are characterised by short term periods of being unable to cope. They are part of 'normal' situations with no long term impact on wellbeing*



# WELBENG

## Targeted Provision



Suitable for: FP & KS2  
Type of Intervention: Group or 1:1  
Duration: Flexible

Criteria:  
 Pupils selected from THRIVE profiling twice a year.

- Typical Concerns
- Sustained periods of low mood / wellbeing which has an impact on school life
  - Long term repeated friendship problems with no resolutions
  - Increased anxiety
  - Significant change in home circumstances
  - Persistent lack of resilience and low self esteem
  - Strong emotional response which impacts on school life



Suitable for: KS2  
Type of Intervention: Group Support  
Duration: 6 week programme

Criteria:  
 PASS Survey factors Self Regard as a Learner and Confidence in learning highlighted **RED**.  
 Conversations with class teachers to support PASS Survey



Suitable for: FP & KS2  
Type of Intervention: Mainly 1:1 but if there is more than one pupil focusing on the same target group work is advised.  
Duration: 6 week programme

Criteria:  
 Set criteria which is available from AH. Teachers will be asked to give a background about the child and a SMART target to work on

*These concerns are characterised by longer term periods of being low or unable to cope. There is beginning to be an impact on wellbeing and academic progress.*



# WELBENG

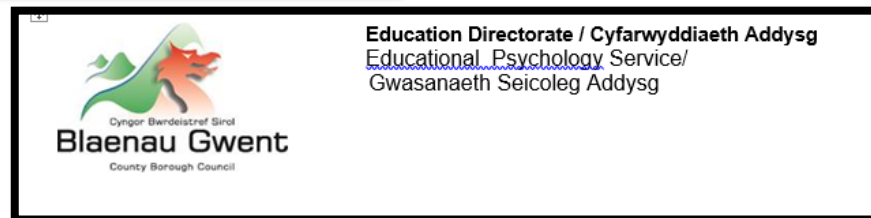
## Specialist Provision



*Typical Concerns*

Sustained periods or repeated short term periods of pupils displaying low mood or inability to cope either at home or at school which is impacting on daily life and is not improving despite intervention at school or home.

These concerns are characterised by the persistent and ongoing difficulties which continue despite school intervention and support or sudden serious incidents which require professional intervention but can still be supported in school.



**Child and Adolescent Mental Health (CAMHS)**