

Broomwood Primary School

Graduated Approach to Mental Health and Well-being

Curriculum & First Quality Teaching

A warm and accepting whole-setting culture, reflection and self-evaluation, opportunities for inclusion of all in curriculum, extra curriculum activities including clubs and trips outside the setting, Forest schools, Yoga, Boxing, Whole School Relational Inclusion Policy, Star of the week celebrations, visual timetables, Wellbeing Scale, Worry monsters, Validation of emotions and support for the development of a feelings vocabulary through PHSE and MH curriculum, the language of rights and responsibilities for others and a relational inclusive environment which aim to reduce barriers.

Trends in reported CPOMs incidents are used to inform whole school or class issues, which inform future planning of assemblies and PHSE lessons

Individual concerns – advice given to class team by pastoral lead.

The Screening and Assessment Process

Knowledge of ACES from SG Team to update on CPOMS – 4 or more indicates further support needed

Disadvantaged children and those struggling with emotional regulation in and out of school

Teacher Assessment and Monitoring using Leuven Scales (Termly) – those scoring 4 or less, pupil voice is corrected

Pupil Voice – Pupil SDQ for those identified on the Leuven Scales scoring 11 or above

Results recorded on a spreadsheet – scores are used to select the children for additional support – Protective factors to be considered

Minor Concerns

Managed by class teachers following advice from the pastoral team

Possible support might include, additional resources in class, social stories, a one off lesson for the class, jobs in class, time with teacher

This may also include one off events that a child needs to work through

On-going minor concerns would become moderate concerns

Moderate Concerns

Children scoring above 11 on the pupil SDQ suggests they may have emotional well-being need and will be considered for a 6 week block of intervention. Based on the questionnaire a target will be set and the appropriate intervention allocated. This will then be reviewed on Edukey. Children identified through behaviour tracking and ACES will also be considered for intervention

Children with identified needs (EHCP, Diagnosis, Ed Psych recommendation, LAC) - Meeting with SENDCo, Designated Teacher, Parents/Social worker and any other professionals involved. Follow advice and plan intervention according to need. Use the above screening as well as knowledge of the child and family and SDQs to identify the most appropriate intervention.

Early Years - ELSA

EYFS support 1:1 or group

Hyperactivity

Yoga
Forest School

Emotional Symptoms

Forest School
Talking Therapy
Morning Nurture Club
Incredible 5 point scale

Peer Relationships

Lego Therapy
Group workshops

Social Skills

Lunch time club
Forest School

Conduct

Themed workshops

Major Concerns

If concerns continue or begin to escalate, a referral will be put in for more specialist support from other professionals

1:1 sessions with a play therapist, psychotherapist, art/drama therapist – these will typically last around 12 weeks and be reviewed at the end of the block