

## WAVE 1

Global strategies - most children's needs can be met by using these strategies. Effective use of Wave 1 strategies will prevent the need for intervention for most children

### CLASS TEACHING TEAM

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| <ul style="list-style-type: none"> <li>• Have a shared understanding and belief about mental health and anxiety disorders</li> <li>• Opportunities for regular exercise</li> <li>• Opportunities for positive social interactions</li> <li>• Opportunities for play</li> <li>• Whole school ethos , which is visible</li> <li>• Promote resilience, build self-esteem, growth mindset - particularly in relation to praise</li> <li>• Positive behaviour policy promoting restorative practice</li> <li>• Brain breaks./ Meditation/ Yoga</li> </ul> | <ul style="list-style-type: none"> <li>• Build confidence through increased responsibility</li> <li>• Collaborative working with parents</li> <li>• Opportunities to have fun and promote laughter</li> <li>• Promotion of general strategies for good mental health</li> <li>• Build a sense of belonging for all pupils</li> <li>• PHSE Curriculum</li> <li>• Use of Emojars to encourage emotional awareness</li> <li>• Regular assemblies to highlight MHWB aimed at removing stigmas</li> <li>• Small group working supports developing confidence</li> </ul> |
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## WAVE 2

Targeted approaches - a small group of children will still struggle to manage their anxiety/ social skills despite effective Wave 1

### CLASS TEACHING TEAM UNDER THE GUIDANCE OF SEMH TEAM

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| <ul style="list-style-type: none"> <li>• Positive/negative voice</li> <li>• Exposing to minor challenges to experience success</li> <li>• Developing self help toolkit</li> <li>• Peer mentor / circle of friends</li> <li>• Assessment/ observation by SENCO</li> <li>• Analysis (exploring triggers)</li> <li>• Safe Place- Cool and Calm Room</li> <li>• Distraction</li> <li>• Making an individual plan for anxiety triggers</li> <li>• Developing social skills</li> <li>• Art Therapy</li> </ul> | <ul style="list-style-type: none"> <li>• Specific work on building self-esteem and resilience</li> <li>• Active teaching of relaxation strategies</li> <li>• Active teaching of self-regulation</li> <li>• Teaching of breathing technique</li> <li>• Use of positive affirmations</li> <li>• Use of worry box to express feelings</li> <li>• A positive focus on attendance</li> <li>• Attendance team monitor and respond absences as a possible link to MHWB</li> </ul> |
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### WIDER SUPPORT

- Welfare Card to monitor MHWB administered by the Headteacher
- Reward system administered by Welfare staff to encourage positive engagement
- Time to talk with a trusted adult/ Learning Mentor

## WAVE 3

-Specialist Services - accessed via a SEMH team referral

### LEARNING MENTOR

- Support and signposting for parents
- Highly targeted work with children
- Counselling
- Therapeutic work

### SENCO

- Liaison and supervision of specific and targeted interventions
- Advice through PPM and informal reviews
- Triage and prioritising children to attend external
- Interventions
- Referral to external services
- Resourcing targeted interventions
- Liaison and support to parents

### EXTERNAL SUPPORT/ HIGHLY SPECIALISED SERVICE

- Cognitive Behavioural Therapy (CBT)
- Play Therapy
- Controlled desensitisation
- Referral to Mental Health Services
- Referral to Early Help
- Medication
- PlacetoBe in dedicated counselling room
- School Nurse