



Universal Provision ( All staff, for all children, all the time )	
Support	How we do this
<p>Ensure secure emotional foundations for learning and life</p> <p><a href="http://www.kooth.com">www.kooth.com</a></p> <p><a href="http://www.annafreud.org">www.annafreud.org</a></p> <p><a href="http://www.mind.org.uk">www.mind.org.uk</a></p> <p><a href="http://www.sane.org.uk">www.sane.org.uk</a></p> <p><a href="https://bridgingthegaptogether.org.uk/">https://bridgingthegaptogether.org.uk/</a></p> <p><a href="https://giveusashout.org/">https://giveusashout.org/</a></p> <p><a href="https://www.youngminds.org.uk/parent/a-z-guide/school-anxiety-and-refusal/">https://www.youngminds.org.uk/parent/a-z-guide/school-anxiety-and-refusal/</a></p>	<p>Every child is made to feel welcome, greeted by adults, shown that they are valued.</p> <p>Adults show empathy, validate emotions and feelings, help to develop emotional vocabulary by helping pupils to label them (PACE - I wonder if you are feeling...?)</p> <p>PHSE includes opportunities to talk explicitly about feelings and emotions, including relationship to bodily sensations.</p> <p>Recognition that fear and anxiety act as barriers to learning and support the child to feel more secure.</p> <p>Zones of Regulation used as an emotional check in with children.</p> <p>Adults actively seek to build trusting relationships with children, particularly vulnerable children.</p> <p>Class routines are clear and consistent.</p> <p>New learning is placed in context of the bigger picture – what we know already, the next step, what it looks like when we get there, how it feels to be learning</p> <p>Learning is chunked into small achievable steps</p> <p>Children struggling to understand the learning receive timely support to help them keep up within the lesson</p> <p>Appropriate reference resources are available in the classroom for children, including additional visual support</p> <p>Teachers talk explicitly about how we learn, including that learning involves effort and mistakes, both of which are important.</p> <p>Growth Mindset approach, eg can't do it –YET, not there YET</p> <p>Teachers talk about and model learning behaviours they want to see and set clear learning objectives - The Westhaven Way</p> <p>Teachers talk positively about learning differences and encourage pupils to think about how they learn best, what their strengths are, and where they may need to improve.</p> <p>Staff use praise to tell a child what they are doing well, and ensure every child has opportunities to be successful</p> <p>Awards nominated by staff or peers</p> <p>Pre-teaching of new learning is used to build confidence and knowledge enabling better access to learning for some children.</p> <p>Explicit and visually supported procedures for children to follow when they are stuck with their learning, to</p>

	<p>encourage development of confidence and independence.          Collaborative learning opportunities including partner work, small group tasks and learning buddies.          Pupils are involved in identifying their own progress.          All children have access to varied and rich curriculum experiences that are memorable and promote a sense of belonging, e.g. special visitors, special activity days and outings, performances, music lessons, Forest School, after school clubs, sports.          Children have opportunities to represent others on the school council, act as a peer supporter, or contribute views in relation to curriculum development activities.          Children have opportunities to be physically active regularly every day.          School access PSHE resources to support health, wellbeing and safety          Wellbeing surveys</p>
<p>Support development of social communication, including understanding about friendships, conflicts and bullying</p> <p><a href="http://www.childline.org.uk">www.childline.org.uk</a></p>	<p>Circle time discussions          Explicit teaching about bullying and peer conflicts          Playground Buddies support other children in the playground          Structured partner and group work in class to support good communication with peers          Golden Time is used to model different types of shared play          Unresolved playground issues are managed through communication with other staff and discussion with an adult.          Consistent boundaries with visually supported reminders about playground behaviour and rules          Lunchtime staff have information about potentially vulnerable pupils and how to support them          Quiet space available in the library and various classrooms.</p>
<p>Support for transitions and managing change</p> <p><a href="http://www.studentminds.org.uk">www.studentminds.org.uk</a></p> <p><a href="https://mermaidsuk.org.uk/">https://mermaidsuk.org.uk/</a></p> <p><a href="https://switchboard.lgbt/">https://switchboard.lgbt/</a></p>	<p>Visual time table referred to by the teacher regularly          Use of a now/next board for children who need it          Prior warning is given about changes to staff, planned activities, timetable, routines etc, with visual reminders          Prior warning is given that an activity is coming to an end.          Mindfulness activities to calm children, eg returning after a break          Planned transition activities when moving to a new class or teacher          Planned transition programme when moving to another school, as far as possible.          Welcome and support for new children moving into the school          Support around identify and gender identity</p>

<p>Support for self regulation of behaviour and anxiety</p> <p><a href="http://www.samaritans.org">www.samaritans.org</a></p> <p><a href="https://www.beateatingdisorders.org.uk/">https://www.beateatingdisorders.org.uk/</a></p>	<p>Building secure relationships with adults in school, combined with clear boundaries and consistent approach</p> <p>Recognise that some learners need extra help and may have additional or different arrangements relating to behaviour and treat this as any other learning difference</p> <p>Regular check ins with an adult</p> <p>Modified task length</p> <p>Use of varied teaching and learning styles</p> <p>Clear routines and expectations linked to Behaviour Policy</p> <p>Use of distraction</p> <p>Use of visual support, eg to help a child understand a parent will be returning, steps in a task</p> <p>Safe spaces for children to withdraw to</p> <p>Use by child of visual symbols to express confusion, need for support, need to withdraw</p> <p>Support children to express anxiety or frustration in appropriate ways and help them to find their own strategies to manage it, eg breathing exercises, physical activity, movement breaks</p> <p>Provide low distraction learning spaces for children who need them</p> <p>Use careful positioning in the classroom for optimal learning</p>
<p>Support for trauma and significant life events</p> <p><a href="http://www.winstonswish.org">www.winstonswish.org</a></p> <p><a href="http://www.incharleymemory.co.uk">www.incharleymemory.co.uk</a></p> <p><a href="https://www.papyrus-uk.org/">https://www.papyrus-uk.org/</a></p> <p><a href="https://www.hopeagain.org.uk/">https://www.hopeagain.org.uk/</a></p>	<p>Essential background information is shared by those who need to know.</p> <p>Consistent and 'normal' routines are followed</p> <p>Teachers give special attention to their relationship with the pupil, give empathy, validate their feelings, ensure they have access to a trusted adult, use a nurturing approach linked to additional advice where appropriate</p> <p>Plan for adults in class to give additional brief episodes of 1:1 attention if appropriate</p> <p>In class children are positioned carefully, particularly considering where they will feel safe</p> <p>Access to special 'connection' objects where needed</p> <p>There is access to books and stories linked to specialist themes when appropriate</p> <p>Changes in behaviour are monitored and reported as necessary, emotional check ins with pupil when appropriate</p> <p>Safeguarding procedures are applied when appropriate</p> <p>PEP reviews (for LAC children)</p>

<p>Targeted Support : Some children requiring specific additional or different support, small group interventions or brief 1:1</p>	<p>Higher Needs Support : children with ongoing and significant additional and</p>
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interventions		different needs that may be complex and require a degree of 1:1 support and intervention over a longer period of time
Support	How we do this	
Ensure secure emotional foundations for learning and life	Provide an identified adult for the child to talk to Group or 1:1 therapy interventions eg : Emotions and Feelings, Self Esteem, Worries Time limited and focussed keep up/catch up interventions Worry Box / Monsters	1:1 therapeutic interventions which may be ongoing or extended in duration Theraplay activities Key person builds a relationship with the pupil Highly individualised support plan that identifies specific strategies and support, often in conjunction with external advice ABCC monitoring charts used to inform development of support Safety Intervention training Incredible Five Point Scale A Volcano in My Tummy Worry Monster Personalised work station in the classroom Alternative lunchtime routines Social Stories Pre School Entry plan meetings Individually planned additional visits for school transfers Referral to PFSA team Educational Welfare Officer Parenting course Educational Psychologist GP/ Paediatrician CAMHS
Support development of social communication, including understanding about friendships, conflicts and bullying	Group or 1:1 interventions, eg Friendships, bullying Time to Talk Playground observation and review Guided playground games Social stories	
Support for transitions and managing change	Managed transition group for pupils moving school Internal additional transition planning for pupils Personalised visual timetable Photo transition books Postcards	
Support for self regulation of behaviour and anxiety	Reflect on the functions of behaviours and what is effective in managing them leading to an agreed Behaviour Support Plan used consistently by all. Safe place to withdraw to, which may be out of class, is agreed with pupil Either /or choices Movement breaks, sensory breaks Agree with child socially appropriate ways of managing anxiety or attempting to regulate behaviour, and reward attempts to do	

	so positively. Gentle on the child, hard on the behaviour	
Support for trauma and significant life events	Seek out general advice in relation to the situation – eg consult SENCO, Advisory Teacher, PFSAs. Small world play Art or Play therapy referral Let the pupil find their safe space Adjust expectations if it is agreed to be appropriate Key adult supports the child if appropriate	

### Useful links

**No one should have to face mental health difficulties on their own, and support is widely available in the UK.**

Here you can find a list of organisations providing expert advice, a listening ear and resources for managing distress.

Can't find the organisation for you? Don't worry! The [NHS website](#) provides an extended list.

### Mental health helplines and charities

**Samaritans.** Samaritans provide 24-hour online and phone support to people in distress. Call: 116 123.

**Mind.** Mind is a charity that provides advice and support for people experiencing a mental health problem in England and Wales. Call: 0300 123 3393 (Mon to Fri, 9am to 6pm)

**Rethink Mental Illness.** Support and advice for people living with mental health problems. Call: 0300 5000 927 (Mon to Fri, 9.30am to 4pm)

**SANE.** National out-of hours mental health charity offering emotional support, guidance and information. Call: 0300 304 7000 (4.30pm to 10.30pm)

**Mental Health Foundation.** Information and support for anyone with mental health problems or learning disabilities.

### **Hearing voices & peer support**

**Voice Collective.** Support and information for children and young people who hear, see or sense things that others don't.

**Hearing Voices Network.** Support and information for people who hear voices, see visions, or have other unusual experiences.

### **Children and adolescents**

**Childline.** Support for people under 19 in the UK. Call: 0800 11 11

**Young Minds.** Child and adolescent mental health charity. Call: 0808 802 5544 (parents' helpline)

### **Suicide prevention**

**CALM (Campaign Against Living Miserably).** Charity dedicated to preventing male suicide. Call: 0800 58 58 58 (nationwide)

**Papyrus Hopeline UK.** Confidential support for young people struggling with suicidal thoughts. Call: 0800 068 41 41