



Supporting our Children’s Mental Health Pathway at St Oswald’s C.E. Primary School

Thriving Universal practices to support relationships , see BERT criteria 2a	Getting advice & Getting help (Within class- targeted)	Getting help School based targeted (internal providers)	Getting help, Getting more help or Getting risk support (e.g., with safety plan) External agency support
<ul style="list-style-type: none"> • School values; Respect, Hope, Forgiveness, Friendship, Perseverance, Honesty • Safe spaces in school • Animal Therapy (guinea pigs, Mabel) • Co-regulation and self-regulation strategies • Sensory diets • Forests schools • Reporting feelings- feelings board • Pupil friendly anti bullying policy • Pupil informed behaviour policy • Worry monsters • Signposting to trusted adults in school • Signposting, e.g. Childline posters 	<ul style="list-style-type: none"> • Seating arrangements • Learning buddy • Roles and responsibilities e.g., handing out pencils • Relationships based behaviour policy • Personalised approach to PSHE e.g., when teaching topics to vulnerable pupils with lived experience (through liaison with DSL and SENCO) • One to one work with TA on making friends/ feeling safe, personal boundaries • Transitional objects (comforter) 	<ul style="list-style-type: none"> • Circle of friends • Circle of support • Thrive support • Nurture Group • Breakfast club? • Anger / anxiety Gremlins • ELSA support • School therapy dog • Targeted group work by other school staff e.g., FSW • Lunchtime hub / activities that support less confident children and young people • Lego therapy 	<ul style="list-style-type: none"> • Young carers/ action for children • Early Help Support from QEG’s • School Nurse • SV2 • Action for Children re harmful sexual behaviour • CAMHS • Ed Psych • Art therapist • Integrated sexual health service • Early help team group work or 1:2:1 • Mental Health Support Team

<ul style="list-style-type: none"> • Playground buddies • 'Speak Out Stay Safe' • Wellbeing Wednesday • Quiet spaces on playground • Staff scripts for positive language and curiosity • Restorative approach to behaviour • Displays on friendships/ difference / inclusion • Mindfulness/yoga/relaxation • Active Listening • Merits, rewards, class rewards • Building supportive relationships through; positive language, conveying high expectations. • Developing positive peer relationships; peer support, praise, productive group work, working together in pairs. • Supporting the development of empathy amongst children. • Open door policy with HT, DHT and class teachers • Inclusive classroom environment; modelling respect, and appreciation of diversity. • Promoting Self care; staying hydrated, healthy snacks, staying connected with friends, encouraging play and games. 	<ul style="list-style-type: none"> • Liaison with parents / home school agreements/ strategies • Social and emotional wellbeing targets on PIP/ EHCP • Monitoring • Differentiated work / revisited targeted group work • One-page profiles • At risk pupils identified e.g., through My class survey • Trusted support systems within school; chill strategies, alerting and calming techniques used. • Talking to trusted adults • Reframing negative thought patterns • Focusing on the child's character; character education taught explicitly • Self-regulation strategies used. • Open communication 	<ul style="list-style-type: none"> • Drawing and talking Therapy • Anna Freud resources to support our pupils • Self-esteem / 'Strong girls' groups • Other school issue-based groups • LGBTQ+ peer groups 	<ul style="list-style-type: none"> • LGBT Derbyshire • Behaviour Support • Build Sound Minds • Autism Outreach • First Steps (eating disorder) • Cruz support for Bereavement support
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