

## Possible indicators

- Physical signs of harm that are repeated or appear non-accidental
- ☒Changes in eating, sleeping habits, activities or mood
- Increased isolation from friends or family, becoming socially withdrawn
- Lowering of academic achievement
- Talking about self-harm
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Noticeable changes in appearance/behaviour
- Skipping PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause

# Wellbeing Provision Map-children

Individualised

- Meet and greet with specified staff at specified times
- Individualised day/timetable
- EP observation and report with targets
- SEMH target on SEND support plan
- Specified home visits / Family meetings
- Referral to CAMHS/ Jigsaw
- Referral to Emotional Wellbeing worker for children – individual or group

Targeted

- Regular check-ins with designated staff for children and adults
- Behaviour Support Service Support
- Social Skills Group
- Intervention with TA: Emotional Wellbeing Book/ Anxiety Books/ CBT book/ Zones of Regulation- group or individual
  - Team Around the School Support
  - Early Help Assessment
- Emotional Wellbeing Worker –whole class support

Universal

\*All staff trained in ACES to recognise warning signs \*Many TAs trained in Mental Health First Aid or Level 2 Counselling \*Meet and greet each morning/night \* Open door policy \* Reception Home visits \*1:1 meeting with new arrivals and tour \*Delivery of PHSE curriculum (SCARF) in every year group\* Regular planned Circle Times in class \* Use of worry dolls / worry box in class \* Use of friendship buddy's/role models \* Care, Aspire, Achieve reward charts in every class \* Verbal praise and feedback \*Stickers and rewards \*Star of the week postcard home to parents \* Weekly Star of the Week meetings with SLT \* Wellbeing Ambassadors appointed twice a year\* Daily check-ins\* Calm learning environments \*Planned movement breaks \* Dedicated PE lessons and physical activity at lunchtime\* Learning Behaviours approach in class \* Breakfast club \* After school clubs \* Zones of Regulation whole class approach \* Circle times \* Class Forums