How do we support mental
health and wellbeing at Crowle?

#### Prevention

Our school ethos includes unconditional positive regard for all.

We look beyond behaviours to find out the cause and support these children rather than purely punishing poor behaviour

Routines and expectations are established and revisited throughout the academic year

Adults have a good relationship with the children, we listen and support, we ensure that the children have trust in the adults in school

We work in partnership with parents and families

We proactively engage with external agencies to promote consistent support for our children

### Levels of intervention

We have three levels of intervention within school

1.Universal (all children receive)

2. Support

3. Enhanced support

## Universal support

Assemblies are values led, supporting the children to reflect on their own wellbeing and behaviour

Each class has weekly wellbeing time which is planned to support the needs of the whole class

British vales are promoted through class assemblies

Each class has visuals in class to show the teacher how they are feeling on a daily basis

Social stories are used at class level when needed

Circle time is used when needed

Worry boxes are in each classroom

All children can visit the inclusion mentor when they feel they need to

All children have identified trusted adults available to talk to when needed

# Support This is provided by teaching assistants and class teachers

Teaching assistants within the phase will check in with identified children. This may be on a weekly or daily basis

Reasonable adjustments are planned and used by teachers to support children

# Enhanced support This is provided by the Inclusion Mentor

Individualised support for identified children

ELSA sessions for identified children

Check in sessions for identified children (above and beyond the support level)

Support for families are through the Early Help system