

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- Increased isolation from friends or family, becoming socially withdrawn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

- Meet and greet with specified staff at specified times
 - Individualised day/timetable
- EP observations and report with targets
- SEMH target on SEND support plan
- Specified home visits / Family Help meetings
- Referral to CAMHS/ Primary Jigsaw/ Mental Health Support Team

Individualised

Targeted

- Regular check-ins with designated staff for children and adults
- Inclusion Team referral for advice
- Intervention with TA (individual or small group): Emotional Wellbeing Book/ Zones of Regulation/ Social Skills/ ELSA
 - Early Help Assessment or Team Around the School Support

Universal

*All staff trained in ACES to recognise warning signs *Certain TAs trained in Mental Health First Aid or Level 2 Counselling * Open door policy * EYFS Home visits *1:1 meeting with new arrivals and tour *Delivery of PHSE curriculum (Jigsaw) in every year group* Regular planned Circle Times in class * Use of 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 * Class Forums