Well-being

Roseacre has a whole school approach to mental health and well-being, ensuring emotionally safe classrooms by:

Whole school approach during all activities in **building resilience** (Growth Mind Set):

- encouraging a problem solving approach across the curriculum, while making the link between problem solving skills and mental health
- exploring feelings and behaviour through drama, dance, music and art
- encouraging children to recognise strengths in themselves and others

Whole school approach during all activities by:

- acknowledging pupils' accomplishments in non-competitive ways through displays/reward schemes/unobtrusive signals such as thumbs up, nods etc.
- encouraging self confidence
- providing opportunities to take risks without penalty
- learning from mistakes attitude
- giving targeted, positive thoughtful feedback
- working in conjunction with the child with suggestions for improvement
- taking an interest in the child, listening to and responding to their needs and feelings
- differentiating work to enable success
- using humour to create a positive class atmosphere

Mindfulness activities modelled and practised through music, colouring, yoga and breathing.

Specific teaching about mental health and well-being in:

- PSHE curriculum
- during class and year group assemblies
- well-being group
- SULP (Social Use of Language Programme)
- self-esteem groups
- de-escalation groups
- sensory circuits

Use of coping tools including:

- 5 point scale
- zones of regulation
- my feelings bucket
- time to talk
- designated calm corner/safe place
- fidget tools
- calm boxes
- worry monster/box
- puppets
- social stories
- comic strip conversations

Use of children's books, such as:

- Panicasaurus
- Huge bag of worries
- The Worrysaurus
- A volcano in my tummy
- The Red Beast
- I feel angry
- When Jelly had a wobble
- Perfectly Norman
- Ravi's roar
- Meesha makes friends
- Silly Billy
- Too many bubbles
- Ruby's worry
- My monster and me
- Winston the worried whale
- Little mouse's big book of fear

Staff training from:

- Relax Kids
- Drawing and Talking therapy
- Boxall Profile
- Barnardos
- MIND
- Anna Freud Centre
- ELSA (emotional literacy support assistant) and STLS (specialist teaching and learning service) for social and emotional mental health, including trauma and Acute Childhood Experiences (ACEs)

Signed up to regular newsletters/updates for resources/strategies from:

- Kent Resilience hub
- Place 2 Be
- Anna Freud Centre
- Kooth
- NHS
- Space2be
- Mind

Outside agencies involvement:

- Fantastic Fred Workshop
- Relax Kids
- Barnardos
- Early Help
- Slideaway
- Young Carers
- ELSA (emotional literacy support assistant)
- Barnardos
- STLS (specialist teaching and learning service)

- VSK (virtual school of Kent)
- CAHMS
- counselling services (e.g. Fegans)

Questionnaire surveys and analysis on well-being for staff and pupils.

Posters around school that include contact details for outside support agencies, inspirational quotes, What I can do when I feel…

Children's well-being discussed during teacher meetings, TA meetings, PPA and pupil progress reviews.

On the school website/school board, there are signposts to well-being sites/apps/strategies/support agencies and a return to school booklet for parents and children.