

Physical, Mental and Emotional Wellbeing

	1 (universal)	2 (Early Help)	3(Interventions)	4 (Referrals)
Physical	<ul style="list-style-type: none"> Each child will receive a minimum of 2 hours or PE per week, one lesson delivered by Mr Dutton and the other by their class teacher. All children have access to active playtimes. Each class has their own equipment bag consisting of balls, skipping ropes, tennis rackets and hula hoops. Children receive 30 minutes of active playtimes per day. On weather appropriate days, children will take part in the Daily mile. Children will endeavour to run jog or brisk walk a mile each time they take part in the activity. All children will be given access to an afterschool club during throughout the academic year. Reception children all given access to learn to ride programmes with balance bikes All year 4 children have access to school swimming for the full academic year with the aim of achieving 25 metres unaided. 	<ul style="list-style-type: none"> Identified children from KS1 will receive gross and fine motor skills interventions based on their levels of attainment. The key focus is to achieve their baseline assessment. Identified children in KS2 to receive interventions for Fine motor skills that may need improving. Examples such as use of rulers and ability to cut out shapes properly. Reception class have targeted interventions though class staff and the use of BFC in the community who work with lower and higher ability one day a week. Change 4 life clubs (afterschool) which target less active children throughout school to encourage them to be more active and lead a healthier lifestyle. Pupil premium focused afterschool clubs. Clubs specifically aimed at those who are disadvantaged through clubs subsidised via Sports premium funding. 	<ul style="list-style-type: none"> Occupational therapy/ Physio analysis for children who have specific EHC plans. These could then be relayed back to class staff to put in place an OT programme. Targeted and identified individual/ group sessions based on behaviour, attendance or home related issues. Child specific Boxing sessions to help control anger related issues with children. Group work sessions on how to play fairly and take turns in team games Morning energy expenditure sessions as well as specific wake and shake sessions for targeted children. Reward activity sessions for children who have target charts. Examples of these rewards could be cycle time on the bikes. Small group football matches. Speed stacking time. 	<ul style="list-style-type: none"> External providers who support school and families. The only group we have had is the registered charity Action for children in association with Sport England, who worked with some of our targeted disadvantaged families to provide doorstep sports equipment and mentoring on how to use the equipment provided. 9 families have taken part in the programme which has targeted 19 children in total. Children in year 6 all given the opportunity to take part in Bikeability in which they learn to ride safely on the roads.
Mental and emotional	<p><u>Safeguarding</u></p> <ul style="list-style-type: none"> All staff trained on their roles and responsibilities within safeguarding of children in our setting. Prevent, Two members of staff in school identified as leads on the prevent strategy within our school setting. DSL's. 5 Trained members of staff who are DSL's. The head is the DSL lead. All members of staff know who to contact in the case of any DSL issue and the correct protocol to follow in terms of recording. Cpoms. All members of staff trained and have their own login regarding recording CPOMS Attendance. Heather and Cheryl are in charge of attendance. Heather follows up initially with parents if children are absent without evidence as to why. Cheryl follows up any persistant unauthorised absence through the correct procedures including home 	<p><u>Raising concerns or worries</u></p> <ul style="list-style-type: none"> Drawing and talking sessions based on 1 to 1 Anger management sessions for individuals or small groups. Friendship groups for children who have been identified as struggling. 1:1 talks with children over any worries expressed. 1:1 support in class if required for children who aren't coping at any particular time. Behaviour support in class for children who may need it at any particular time. Lego therapy (for groups of children who struggle with language and also those who struggle with instruction) Parent support through phone calls to establish why children are upset and how best we can support the family. Mental health 1st Aid. We have two first aiders who are available to support any member of staff who may 	<ul style="list-style-type: none"> EHC children receive specific interventions around the particular need of the child that has been recognised by the professional dealing with their case. Things such as speech and language are incorporated into specific sessions. Place2Be. Consultations will have already been done through early help. If we feel the child needs the extra support we will offer place to talk with Hira (place2be mentor). Hira will then decide if children need a place on the list for a particular counsellor who will work with the child on a weekly basis. EMHP (Education mentor practitioner). Cheryl has a fortnightly consultation with Fran (Lead) around referring children who display signs of mild to moderate difficulties. These include, Low Mood, Worries, Anxiety, Managing Panic, Obsessive compulsive disorders, Concerns 	<ul style="list-style-type: none"> ELCAS. If we have reached the end of all support we can offer in school we refer the child and family to ELCAS who then do a diagnosis and provide the correct professional medical support to that family. Once ELCAS are involved Place2Be and EMHC aren't able to work with that child. The universal support is still available to the child within school. Children family wellbeing service. Support children 0 to 19 years old (0 to 25 if SEND). Things such as councillors and mentors are put in place to support the child and family. As previous once they are involved with the family then Place2be and EMHC stop working and counselling that child. Princes trust

	<p>visits and potential further action. See attendance policy</p> <ul style="list-style-type: none"> • Curriculum. PSHE weekly lessons, online safety lessons and promoting British values. All classes cover these areas within their week. • Behaviour. Rewards systems in place such as class DOJO system to reward good work and behaviour. Each class has a traffic light system that focuses on class behaviour. All staff are aware of the traffic light systems and how they should work. • Shine focus. Each week the whole school focus on a particular shine value (associated to our school). Assemblies throughout the week focus on the shine topic and each child is encouraged to show what it means to act with the value of the week. Rewards are often given for children who show they are acting with this particular value. • Staff training. All staff are trained yearly in ACERS and child trauma training, Staff are all yearly safeguard trained, specific staff are first aid trained. • Website/Twitter. Our website is a hub for all parents to access our policies and access potential home learning should they need too. Our twitter page is fantastic for parents to upload pictures of their children enjoying family time or activities outside of school. This is regulated by staff to ensure that all content is appropriate and safe. <p><u>Paul can you ask sam about putting a bit on for the PSHE and how it is accessed for all</u></p>	<p>be struggling at any point with either school or home life.</p> <ul style="list-style-type: none"> • Mental health ambassadors. Two children are identified as our mental health ambassadors. The children work with other children on areas such as hydrations, less screen time, better sleeping, more activity and try to guide their peers to leading a healthier lifestyle • Parent contracts. Ensuring that some of our parents and families have a contract in place that ensures attendance improves. The contract is underwritten by Lancashire CC • Encompass. We work alongside the MASH Team and receive reports of issues that have involved any of our families at home. • Place 2Be. Cheryl holds weekly meetings with our Place2be support worker regarding any early help we may need to offer to particular children. • EMHP. Cheryl holds fortnightly meetings regarding any early help that our mental health support worker may be able to offer. 	<p>related to historical self-harm, Behaviour difficulties</p> <ul style="list-style-type: none"> • CAF. Whole family support though TAFs once we open the CAF. May involve the school nurse, multiple schools dependant on age of siblings and children and family wellbeing service. 	
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