

# Mental Health Waves of Support

Anxiety		
Wave 1 (ALL)	Wave 2 (SOME) (in addition to Wave 1)	Wave 3 (FEW) (in addition to Wave 1 and Wave 2)
<ul style="list-style-type: none"> <li>• Pre-empt changes to routine</li> <li>• Visual timetables</li> <li>• Now and next boards</li> <li>• Promote growth mindset – it's ok to make mistakes</li> <li>• Feelings board (in classroom)</li> <li>• Mindfulness activities:               <ul style="list-style-type: none"> <li>• Sleeping lions</li> <li>• Yoga</li> <li>• Hand/box breathing</li> <li>• Blowing bubbles that land on the children</li> <li>• Bean bag on tummies</li> <li>• Body scanning</li> <li>• Go Noodle</li> <li>• Progressive muscle relaxation</li> </ul> </li> <li>• Listen to relaxing music</li> <li>• Reassurance from a trusted adult</li> <li>• Raising awareness of anxiety by talking openly about feelings (PSHE)</li> <li>• Distraction techniques:               <ul style="list-style-type: none"> <li>• Try naming:                   <ul style="list-style-type: none"> <li>5 things you can see</li> <li>4 things you can touch or feel</li> <li>3 things you can hear</li> <li>2 things you can smell</li> <li>1 thing you can taste.</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Phone call home to check in with parents and inform of the behaviours observed, and support implemented</li> <li>• Meet and greet – 5 minutes with a trusted adult</li> <li>• Chosen trusted adult to talk to, listen, validate and verbalise feelings.</li> <li>• Breathing exercises               <ul style="list-style-type: none"> <li>• Butterflies in the belly</li> <li>• Finger breathing</li> <li>• Hoberman Sphere' breathing</li> <li>• Box breathing</li> </ul> </li> <li>• Small photograph of loved ones</li> <li>• Giving a child a special role/job</li> <li>• Discrete feelings cards/bracelet</li> <li>• Emotion cards on a key ring</li> <li>• Buddy system to support friendships</li> <li>• Calm down jars (sand/glitter jars)</li> <li>• Circle of friends intervention</li> <li>• Positive mantra bracelet</li> <li>• Worry box/monster</li> <li>• Communication book</li> <li>• Draw/write down how they are feeling</li> <li>• Change of scene (visiting different area of the school)</li> <li>• Create a worry journal</li> <li>• Stress balls – create your own</li> <li>• Outdoor time with a trusted adult</li> </ul>	<ul style="list-style-type: none"> <li>• Support from a member of the Mental Health Team (Mrs Woodward and Miss Cross) – a discussion would be held with parents at this point to talk through possible next steps. These could be:               <ul style="list-style-type: none"> <li>• Invite to Lunchtime Club.</li> <li>• Allocated time with School Therapy Dog (Harvey).</li> <li>• Allocated time with Mental Wellbeing Teaching Assistant or Trauma Informed Schools Practitioner.</li> <li>• Thrive Forest time.</li> <li>• Mental Wellbeing monthly drop-ins.</li> <li>• Referral to EMHP (Education Mental Health Practitioner)</li> <li>• Referral to Reach 4 Wellbeing.</li> <li>• Referral to the School Nurse (to be completed by DSL or SENCO).</li> <li>• Parents to make an appointment with the GP to discuss their concerns.</li> <li>• Referral to CAMHS Cast.</li> <li>• Referral to Core CAMHS.</li> </ul> </li> </ul>

# Mental Health Waves of Support

Anxiety		
Wave 1 (ALL)	Wave 2 (SOME) (in addition to Wave 1)	Wave 3 (FEW) (in addition to Wave 1 and Wave 2)
<ul style="list-style-type: none"> <li>Engage in regular exercise:               <ul style="list-style-type: none"> <li>Use of the outdoor gym</li> <li>Daily mile</li> <li>Go Noodles that are active</li> <li>Regular brain breaks between lessons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Fiddle toys</li> <li>Playdough time</li> <li>Work on positive thinking ('What would happen if?')</li> <li>Individual timetable – to remove fear of the unknown</li> <li>Brilliant book</li> <li>Sleep reward chart – in liaison with parents</li> <li>Blow bubbles</li> <li>Rewards for overcoming difficult situations</li> <li>Time to Talk/Talkabout interventions</li> <li>Special time with a trusted adult with a chosen activity</li> <li>Time for calming activities (e.g. painting, colouring, reading) in a small friendship group or on their own</li> <li>Allocated Safe Space</li> <li>Books:               <ul style="list-style-type: none"> <li>'Huge Bag of Worries'</li> <li>'What are you worried about?'</li> <li>'How are you feeling today?'</li> </ul> </li> </ul>	

# Mental Health Waves of Support

Anger		
Wave 1 (ALL)	Wave 2 (SOME) (in addition to Wave 1)	Wave 3 (FEW) (in addition to Wave 1 and Wave 2)
<ul style="list-style-type: none"> <li>• Pre-empt changes to routine</li> <li>• Visual timetables</li> <li>• Now and next boards</li> <li>• Consider seating positions</li> <li>• Promote growth mindset – it's ok to feel have feelings</li> <li>• Feelings board (in classroom)</li> <li>• Mindfulness activities:               <ul style="list-style-type: none"> <li>• Sleeping lions</li> <li>• Yoga</li> <li>• Hand/box breathing</li> <li>• Blowing bubbles that land on the children</li> <li>• Bean bag on tummies</li> <li>• Body scanning</li> <li>• Go Noodle</li> <li>• Progressive muscle relaxation</li> </ul> </li> <li>• Listen to relaxing music</li> <li>• Reassurance from a trusted adult</li> <li>• Circle time</li> <li>• Raising awareness of feelings by talking openly about them (PSHE)</li> <li>• Engage in regular exercise:               <ul style="list-style-type: none"> <li>• Use of the outdoor gym</li> <li>• Daily mile</li> <li>• Go Noodles that are active</li> <li>• Regular brain breaks between lessons</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Phone call home to check in with parents and inform of the behaviours observed, and support implemented</li> <li>• Knowing a child's triggers, their abilities and planning according to avoid reaching crisis point.</li> <li>• Use of positive reward systems, that can only be added to (e.g. marble/pom pom jar). DO NOT EVER TAKE A REWARD AWAY.</li> <li>• Meet and greet – 5 minutes with a trusted adult</li> <li>• Chosen trusted adult to talk to, listen, validate and verbalise feelings.</li> <li>• Breathing exercises               <ul style="list-style-type: none"> <li>• Butterflies in the belly</li> <li>• Finger breathing</li> <li>• Hoberman Sphere' breathing</li> <li>• Box breathing</li> </ul> </li> <li>• Small photograph of loved ones</li> <li>• Social stories</li> <li>• Comic strip conversations</li> <li>• Sand timer to calm down</li> <li>• Circle of friends intervention</li> <li>• Have a cold drink</li> <li>• Talk to the child about their triggers (what annoys them/makes them cross)</li> <li>• Change of face</li> </ul>	<ul style="list-style-type: none"> <li>• Support from a member of the Mental Health Team (Mrs Woodward and Miss Cross) – a discussion would be held with parents at this point to talk through possible next steps. These could be:               <ul style="list-style-type: none"> <li>• Invite to Lunchtime Club.</li> <li>• Allocated time with School Therapy Dog (Harvey).</li> <li>• Allocated time with Mental Wellbeing Teaching Assistant or Trauma Informed Schools Practitioner.</li> <li>• Thrive Forest time.</li> <li>• Mental Wellbeing monthly drop-ins.</li> <li>• Referral to EMHP (Education Mental Health Practitioner).</li> <li>• Parents to make an appointment with the GP to discuss their concerns.</li> <li>• Referral to Community Paediatrician.</li> <li>• Referral to Educational Psychologist.</li> <li>• Referral to Positive Behaviour Team or Beacon PRU.</li> </ul> </li> </ul>

# Mental Health Waves of Support

Anger		
Wave 1 (ALL)	Wave 2 (SOME) (in addition to Wave 1)	Wave 3 (FEW) (in addition to Wave 1 and Wave 2)
	<ul style="list-style-type: none"> <li>• Change of face</li> <li>• Discuss physical responses to anger</li> <li>• Sensory toys</li> <li>• Giving a child a special role/job</li> <li>• Discrete feelings cards/bracelet</li> <li>• Emotion cards on a key ring</li> <li>• Buddy system to support friendships</li> <li>• Calm down jars (sand/glitter jars)</li> <li>• Draw/write down how they are feeling</li> <li>• Change of scene (visiting different area of the school)</li> <li>• Create a worry journal</li> <li>• Traffic light cards</li> <li>• Stress balls – create your own</li> <li>• Outdoor time with a trusted adult doing a chosen activity (e.g. gardening)</li> <li>• Outdoor activity that exerts energy – e.g. squash</li> <li>• Fiddle toys</li> <li>• Playdough time</li> <li>• Work on positive thinking ('What would happen if?')</li> <li>• Individual timetable – to remove fear of the unknown</li> <li>• Brilliant book</li> <li>• Blow bubbles</li> <li>• Time for calming activities (e.g. painting, colouring, reading) in a small friendship group or on their own</li> <li>• Allocated Safe Space</li> <li>• Books – visit Wellbeing Library</li> </ul>	

# Mental Health Waves of Support

Trauma/Neglect		
Wave 1 (ALL)	Wave 2 (SOME) (in addition to Wave 1)	Wave 3 (FEW) (in addition to Wave 1 and Wave 2)
<ul style="list-style-type: none"> <li>• Clear boundaries and routines to ensure the child feels safe</li> <li>• Emotionally available adults</li> <li>• Ensure children have had breakfast and a drink, are appropriately dressed according to the weather. Provide PE/forest kit, snack and lunch if needed.</li> <li>• Offer comfort and reassurance.</li> <li>• Feelings board (in classroom)</li> <li>• Mindfulness activities:               <ul style="list-style-type: none"> <li>• Sleeping lions</li> <li>• Yoga</li> <li>• Hand/box breathing</li> <li>• Blowing bubbles that land on the children</li> <li>• Bean bag on tummies</li> <li>• Body scanning</li> <li>• Go Noodle</li> <li>• Progressive muscle relaxation</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Meet and greet – 5 minutes with a trusted adult</li> <li>• Chosen emotionally available adult to talk to, listen, validate and verbalise feelings.</li> <li>• Giving a child a special role/job</li> <li>• Worry box/monster</li> <li>• Draw/write down how they are feeling</li> <li>• Outdoor time with a trusted adult</li> <li>• Fiddle toys</li> <li>• Brilliant book</li> <li>• Time for calming activities (e.g. painting, colouring, reading) in a small friendship group or on their own</li> <li>• Allocated Safe Space</li> <li>• Visit to Wellbeing Library (if appropriate)</li> <li>• Circle of friends intervention</li> </ul>	<ul style="list-style-type: none"> <li>• Support from a member of the Mental Health Team (Mrs Woodward and Miss Cross) – a discussion would be held with parents at this point to talk through possible next steps. These could be:               <ul style="list-style-type: none"> <li>• Invite to Lunchtime Club.</li> <li>• Allocated time with School Therapy Dog (Harvey).</li> <li>• Allocated time with Mental Wellbeing Teaching Assistant or Trauma Informed Schools Practitioner.</li> <li>• Thrive Forest time.</li> <li>• Mental Wellbeing monthly drop-ins.</li> <li>• Referral to the School Nurse (to be completed by DSL or SENCO).</li> <li>• Parents to make an appointment with the GP to discuss trauma.</li> <li>• Referral to Educational Psychology.</li> <li>• Referral to Children’s Services.</li> </ul> </li> </ul>

# Mental Health Waves of Support

Bereavement/Loss		
Wave 1 (ALL)	Wave 2 (SOME) (in addition to Wave 1)	Wave 3 (FEW) (in addition to Wave 1 and Wave 2)
<ul style="list-style-type: none"> <li>• Clear boundaries and routines to ensure the child feels safe.</li> <li>• Emotionally available adults</li> <li>• Feelings board (in classroom)</li> <li>• Monitor wellbeing of children during the school day</li> <li>• Be open with language surrounding loss – it's ok to use the word death. Avoid statements like 'passed away, gone to heaven, with the stars'.</li> <li>• Mindfulness activities</li> <li>• Pre-empt triggers around the loss</li> <li>• Be mindful of special occasions such as Mother's Day and Father's Day. Consider offering the child the option of making a card for another special person in their life</li> <li>• Distraction techniques (used sensitively)</li> <li>• Adjust expectations where appropriate</li> </ul>	<ul style="list-style-type: none"> <li>• Meet and greet – time with a trusted adult</li> <li>• Chosen trusted adult to talk to, listen, validate and verbalise feelings.</li> <li>• Giving a child a special role/job</li> <li>• Discrete feelings cards/bracelet</li> <li>• Emotion cards on a key ring</li> <li>• Circle of friends intervention</li> <li>• Worry box/monster</li> <li>• Draw/write down how they are feeling</li> <li>• Outdoor time with a trusted adult</li> <li>• Time for calming activities (e.g. painting, colouring, reading) in a small friendship group or on their own</li> <li>• Books – visit the Wellbeing Library</li> <li>• Sharing of positive memories and photographs.</li> <li>• Allow child to talk openly.</li> </ul>	<ul style="list-style-type: none"> <li>• Support from a member of the Mental Health Team (Mrs Woodward and Miss Cross) – a discussion would be held with parents at this point to talk through possible next steps. These could be:               <ul style="list-style-type: none"> <li>• Allocated time with School Therapy Dog (Harvey).</li> <li>• Allocated time with bereavement trained Mental Wellbeing Teaching Assistant or Trauma Informed Schools Practitioner to support child post bereavement (to include things such as: creating memory jar/box).</li> <li>• Support for families.</li> <li>• Referral to KEMP Hospice.</li> </ul> </li> </ul>