



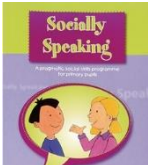



School Interventions to Support Emotional Well-Being

Intervention	Target Year Group	Description	Duration of Intervention
Storms and Rainbows (Bereavement) 	All	<p>This intervention is designed to help children understand more about their thoughts and feelings when someone important to them has died.</p> <p>In the first two weeks the child will make a memory box to store items belonging to that person. The following weeks will be spent creating a book of memories about their special person, which can be a source of great comfort, especially for a child who is worried they may forget the person who has died.</p> <p>The child will also have tasks set to do at home to encourage the family to talk openly about the person who has died.</p>	4 weeks with a follow up session after a further 2 weeks. Support offered 1:1, small family group or small peer groups. 30 mins once a week
Monster Emotions (Dealing with emotions) 	Age 4 – 7 Can also be used with SEN children	<p>This emotions intervention is targeted for children aged 4 – 7 but can also be used for SEND children. This programme will teach children 6 emotions – happiness, sadness, anger, fear, shock and calmness. Children will identify a time in their lives when they have experienced this feeling and talk about why they felt this way. We will use the Colour Monster book to support the children. They will then complete a selection of activities linked to the book. The children can bring this home to share and discuss.</p>	6 weeks Support offered 1:1 or in small peer groups. 30 mins once a week
Nursery Rhymes 	EYFS	<p>This intervention is for children in our EFYS classes. The sessions are based on familiar Nursery Rhymes and target specific emotions and how to deal with these. For example, Incy Wincy Spider found it tricky to climb up the spout! Through thinking about this, the children will have the opportunity to talk about what they find tricky and discuss the importance of perseverance.</p>	5 weeks Support offered 1:1 or in small peer groups. 30 mins once a week

<p>Worry Warriors</p> <p>(Anxiety Intervention)</p> 	<p>Years 3 - 6</p>	<p>This intervention covers how everyone experiences anxiety and that it affects people in different ways for different reasons. Using the 'Big Bag of Worries' book as a starting point, the children will become aware that there is sometimes no reason for their anxiety but will learn the skills to help them deal with it and have an understanding of what anxiety is. This intervention will NOT fix the problem but it will support them through their problems and help the children to develop their resilience. As a school we promote positive mental health and this intervention supports that ethos.</p>	<p>6 weeks</p> <p>Support offered 1:1 or small peer groups</p> <p>30 mins once a week</p>
<p>Socially Speaking</p> 	<p>All</p>	<p>Socially Speaking helps to introduce and practise skills pupils need to develop and maintain relationships and to lead independent lives outside the school context. It is a unique social skills programme that is divided into three units: let's communicate, let's be friends, and let's practise. As pupils progress through the carefully structured programme, their self-esteem will increase and their listening skills and expressive language abilities will improve, and in turn everyone will benefit from enhanced social interaction.</p>	<p>6 weeks</p> <p>Support offered in small peer groups</p>
<p>Lego Therapy</p> 	<p>All</p>	<p>Lego therapy is a collaborative play therapy in which children work together to build Lego models. Instead of building Lego sets by themselves, children work in pairs or teams of 3. The task of Lego building is divided into different roles such that social interaction is necessary to participate. By doing this, children practice key skills of collaboration, joint attention, fair division of labour, sharing, turn-taking, eye-contact, verbal and non-verbal communication.</p>	<p>5 weeks</p> <p>Support offered in small groups</p>