

# Kymbrook & Thurleigh Federation

## Strategies for Emotional Health and Well-Being & Academic Resilience.



## Identifying Need:-

Before we can begin to help or guide our children through emotionally difficult times or stages in their lives we need to be able to identify which children it is that need our help. All adults involved in the daily school life and beyond, when multiple agencies are involved, need to know the children that may need our guidance, support and intervention.

## Measuring Vulnerability:-

We can all be vulnerable in life from time to time and children especially can experience life events that can make them vulnerable this in turn has an impact on their ability to cope day to day. Clearly anything that emotionally impacts on a child's natural mental health and well-being then impacts on their experiences at school and their 'academic resilience'. With this in mind we have devised a 'measure' of vulnerability. This measure is known as our 'Vulnerability Index'. Every term in school all of our children are considered in terms of the Index and their scores are logged on to the index. This raises our awareness of who is vulnerable at any one time and enables us to put supportive measures into place.

Children naturally can come on and off the index and this is a very fluid yet key document.

Vulnerability Index Weightings.			
	Code	Weighting	Max
SEND Status	EHCP	3	3
	SA or Sap	2	
	Early Help	1	
Prime need Cognition & learning	Yes	2	
Prime need SEMH / BESD	Yes	3	3
Prime Need Sensory / Physical	Yes	1	
Pupil Premium	Yes	3	3
Looked After	Yes	3	3
	Historically	1	
Attendance	<90%	1	
	<85%	2	
	<80%	3	3
Mobility / Refugee	1,2,3	1-3	3
Behaviour / unclear boundaries	1,2,3	1-3	3
Adopted	Yes	1	1
Children in Need	Yes	3	3
	Historically	1	
CPP Child protection Plan	Yes	3	3
	Historically	1	
Below Expected Progress-Reading	Primary	1	1
Below Expected Progress-Writing	Primary	1	1
Below Expected progress- Maths	Primary	2	2
Pupil illness	Severity	1,2,3	3
Parent /family illness	Severity	1,2,3	3
Bereavement familial /friend	Relationship	1,2,3	3
Low self esteem/emotional		1	1
Low Level Abuse neglect/emo.		1	1
Family conflict / breakdown	Severity	1,2,3	3
Parental Criminality		2	2
Socio Economic Factors	Deprivation	1,2,3	3
Vulnerability Comments			
Score		1-41	41
Vulnerability Index Level	1	1-11	
	2	12-21	
Class %	3	22-31	
	4	32-41	

The Vulnerability Index has been developed with the support of 'Young Minds'.

Once a child has been tracked through the Index they have a raw score, the raw score is then turned into an index level of 1,2,3 or 4.

This is an indicator that enables us to measure the possible impact of the level of vulnerability being experienced by any one child at any one time.

Whole School Support Strategies:-

‘Child Whispering’ - ‘A Signpost for Life.’



**Child Whispering—A Signpost for Life** acts as the ‘Foundation Stone’ upon which we base all of our Social and Emotional Self –Help Strategies.

The Children are taught with the help of the ‘**Heart Kids**’ what the ‘**Signpost**’ means.

The ‘**Signpost**’ has many varied meanings:-

**The Hearts**– Say we all need love and to love, we all need exercise and health, we all can have a heart to heart, we send our love out to those in need.

**The Hair** - Says ‘Shhhh’ it’s never acceptable to shout at one another, speak with respect.

**The Two Toned Faces** - Say we are all the same on the inside, they are neither boy nor girl, they are neither able bodied or disabled, they have no ears so listen and be heard.

**The Colours - Red** when we are on ‘red’ we are a danger to ourselves and others on red we need to be thinking of ways to change our situation or behaviour **Yellow** enables us to have reflection time it is the colour of change and improvement. **Green** is where we want to be when we are balanced and happy able to move forward and be successful in life.

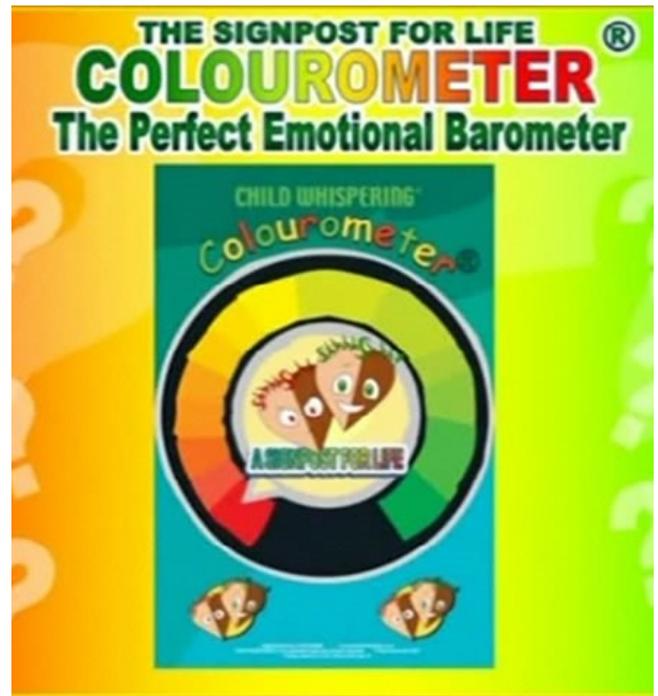
**The Colourometer.**

**The Colourometer is a communication tool. It is especially liked by children because they can relate immediately to colour in relation to feelings and emotions.**

**Children also like the tactile and individual nature of the colourometer.**

**The Colourometer can be used to understand emotions, to resolve conflict, to demonstrate understanding, to encourage movement towards a goal as well as other creative purposes.**

**All our pupils have access to their own individual colourometer, they can use them whilst learning and playing, allowing for constant open and non threatening**



The Heartkids and Heartfolk.

The third and final strand to Child Whispering are the Heartkids & Heartfolk. The Heartkids all have their own unique characteristics. Children are able to relate to them and better able to understand separate types of behaviours. Children enjoy being able to see how behaviours affect various situations. The Heartkids help to teach us a variety of health & safety lessons.



## The Incredible Years

### Introducing 'The Dinosaur School'.

Dinosaur School is a specialised Social and Emotional Well-Being Programme.

It is designed to be taught to children in a small group setting and is there to help children through the early years of their educational experiences and day to day lives together.



The School is headed up by 'Dina' the Dinosaur head teacher and she is ably assisted by 'Lucy' the teacher sheep and a couple of extra pupils in the form of 'Ricky' the raucous racoon and 'Timmy' the timid turtle.

The idea of these characters is to enable children to realise that they are all different from one another and have a mix of personality traits.

The children are taught in small groups through a series of twelve lessons, all the lessons are designed to help children with their everyday experiences that they share in school.



#### The Twelve Lessons include:-

- ◆ Apatosaurus : Making New Friends & Learning to follow School Rules.
- ◆ Iguanadon : How to be Successful in School - Listening, Concentrating, Checking and Co-operating.
- ◆ Triceratops : Detecting and Understanding the Feelings of Others.
- ◆ Stegosaurus : Ricky Raccoon teaches Problem Solving - Identifying Problems and Solutions, Finding More Solutions, Thinking of Consequences.
- ◆ Tyrannosaurus Rex : Timmy Turtle Teaches Problem Solving - Controlling Anger and Finding Solutions.
- ◆ Allosaurus : Lucy Lovely Teaches How to be Friendly - Helping, Sharing, Teamwork at School and at Home.
- ◆ Brachiosaurus : Lucy Lovely Explains How to Talk to Friends - Tell, Listen, Ask, Support.



Dollone



## Building Academic Resilience.

When a child needs more.

As Identified by the Schools Vulnerability Index there are often times in a young persons life when they may need more from the adults around them to prevent emotional and mental health issues in later life.

As professionals we can look for signs in children or young people that show us when to worry e.g. signs of:- anxiety, unhappiness, withdrawal, over emotional, physical neglect or self harm, sudden risk taking, obsession and overtly judgemental.

This is when we need to be mindful and help to build resilience in order to support emotional and mental health, mental health can be defined as:- *“the strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges and to make the most of our abilities and opportunities.”* - Young Minds 2006.

The Resilient Child.



*Can resist adversity, cope with uncertainty and recover more successfully from traumatic events or episodes.*

Newman T - 2002

Resilience can be defined in many ways - *“The human capacity to face, overcome and ultimately be strengthened and even transformed by life’s adversities and challenges.....a complex relationship of inner ...strengths and environmental social supports.”* - Mastern

*“Ordinary magic....In the minds, brains and bodies of children, in their families and relationships and in their communities.”* - Mastern.

We may not be able to ‘climb into’ the inner child but we can create the environmental and social supports that can help to build the resilience needed within.

Young Minds offer a useful Resilience Framework. The Framework gives professionals surrounding children and young people a way to locate useful ways in which to support and scaffold through difficult experiences or times.

The Framework relies on professionals following a set of four noble truths:-

1. Accepting - Although we may not like the circumstances any young person may find themselves in the first step is to accept that this is the case. Once we as adults have accepted the situation we can begin to build in supporting factors.
2. Conserving - Lots of good things that happened in pupils’ lives can get lost, especially when things aren’t going smoothly. Preserving those good things, noticing them and even sometimes having to dig deep and resurrect them are important.
3. Commitment - There is rarely a ‘quick fix’ to building resilience therefore we need to have commitment to the cause. We have to think through who will be there to support our young person in the short term and who will be able to give a long term commitment.
4. Enlisting - Sometimes we are unable to do the work for ourselves, there are times when we need to enlist the help of other professionals or bodies to help us to support those in need.

We can use the Framework to help us to identify ways in which we can put in more support.

The next page shows us ‘The Resilience Framework.’

SPECIFIC APPROACHES				LEARNING	COPING	CORE SELF
BASICS	BELONGING	LEARNING	COPING	CORE SELF		
Good enough housing	Find somewhere for the child/YP to belong	Make school/college life work as well as possible	Understanding boundaries and keeping within them	Instil a sense of hope		
Enough money to live	Help child/YP understand their place in the world	Engage mentors for children/YP	Being brave	Support the child/YP to understand other people's feelings		
Being safe	Tap into good influences	Map out career or life plan	Solving problems	Help the child/YP to know her/himself		
Access & transport	Keep relationships going	Help the child/YP to organise her/himself	Putting on rose-tinted glasses	Help the child/YP take responsibility for her/himself		
Healthy diet	The more healthy relationships the better	Highlight achievements	Fostering their interests	Foster their talents		
Exercise and fresh air	Take what you can from relationships where there is some hope	Develop life skills	Calming down & self-soothing	There are tried and tested treatments for specific problems, use them		
Enough sleep	Get together people the child/YP can count on		Remember tomorrow is another day			
Play & leisure	Responsibilities & obligations		Lean on others when necessary			
	Focus on good times and places		Have a laugh			
	Make sense of where child/YP has come from					
	Predict a good experience of someone or something new					
	Make friends and mix with other children/YPs					

NOBLE TRUTHS

ACCEPTING	CONSERVING	COMMITMENT	ENLISTING
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# The Resilience Framework.

There are ways in which we, as an organisation very committed to helping vulnerable pupils, can easily use the resilience framework to support all children through any potential difficulties.

- ◆ Help with the basics for those that really need it - *as a Federation we believe that everyone at some point in their lives may be in need of essential help, by essential we mean help with food, clothing, access to funding for experiences such as school trips. In order for this to happen as and when needed by vulnerable pupils or families we allow for the Head teacher to exercise discretion . This is especially helpful if an when families do not necessarily meet the criteria for FSM and yet find themselves in fiscal difficulties.*
- ◆ Create 'safe spaces' for pupils who need to retreat or be quiet - *not all pupils want to be noisy and busy, there are times in all of our lives when we need to be quiet and feel protected. This means that staff and adults surrounding the vulnerable need to be aware that sometimes a request for quiet space time could be essential to a child's mental health. We provide activities at prolonged break times that ensure that children have the choice of quieter more mindful time.*
- ◆ Teach management of feelings & coping strategies - *as can be clearly seen in this document as well as in our 'Behaviour Management Handbook', we are keen on encouraging and actively teaching children how to recognise the physiological signs of a variety of feelings. This enables children to be able to understand their feelings and then to employ taught strategies to deal with their effects.*
- ◆ Ensure that pupils have at least 1 adult that they know they can turn to in their school community - *pupils need an emphasis to be placed on the accessibility of the adults surrounding them, they need to be assured that we all understand the importance of the 'heart to heart' strategy and that anyone of us could be chosen as an adult to turn to.*
- ◆ Give vulnerable pupils an activity they enjoy on a regular basis - *this speaks for itself, the vulnerable child needs motivation and energising, by providing an activity they enjoy on a regular basis we can encourage them to really gain enjoyment out of some aspects of their life experiences.*
- ◆ Provide multiple opportunities for children who find problem solving difficult - *Children in vulnerable situations may find it tricky to resolve every day hurdles for themselves, patience and encouragement are needed, along with time and assistance to support children in being able to cope.*
- ◆ Help pupils to understand what resilience is about and how they can apply it - *keeping resilience some large adult 'secret' simply isn't an option. The more children understand about building their own resilience the better.*
- ◆ Help pupils have a sense of self, the future, of hope and aspirations - *The ultimate goal is to be able to allow pupils to have the strategies to enable them to dream big! The child with a life goal is more likely to be the child who has good mental health. Giving our children a sense of who they are and, more importantly, who they can strive to be gives them a future to aim for.*

Written - January 2016

Review - January 2018