

Pupil Wellbeing



Emotional Literacy
Support Assistants

Growing
Hope Garden



Drawing and Talking



Young Carers

Rainbows



OPAL

Information for parents/carers about a range different strategies we provide to children which promote good mental health and wellbeing





“Wellbeing is prioritised here”

OFSTED 2023

MEET OUR WELLBEING TEAM



Ms Owen

ELSA & Mental Health Coordinator/DSL



Ms Weller

ELSA & Hub Manager



Ms Castle-Mason

ELSA & Welfare Officer/DSL

PUPIL WELLBEING AT WILLIAM BYRD

At William Byrd School we have lots of interventions available to support pupil well-being. It is recognised that children learn better and are happier in school if their emotional needs are met.

As a school, we provide a range of different strategies to children which promotes good mental health and wellbeing.

An established safeguarding team are available to support the children and we also have Mental Health first aiders in school.

All classrooms have a worry box. Children can write their worries or concerns and Mrs Houston will support children with these. In addition to children can see Mrs Houston at lunchtime in the Nest room.

NEW TO SCHOOL SUPPORT

Starting a new school can be a daunting experience for any child. We want children to feel welcome from the moment they arrive at William Byrd school.

Children will be given a peer buddy from their class who will help them to settle into their new class and support them at break times.

Our Anti-Bullying Ambassadors will take new children on a tour of the school and show them the adults who help us in school.

After the child's first week a meeting will be arranged with a member of our senior leadership team to establish how they have settled into school and if any further support is needed.



SCHOOL AVOIDANCE

School avoidance usually happens when a child feels too anxious to go to school. There are lots of reasons children can feel anxious about going to school.

Children who are anxious about attending school might:

- not want to get up and get ready in the mornings
- worry a lot about small issues, such as having the right equipment for a lesson
- feel sick, or having stomach aches or headaches
- not sleep well
- Refuse to do schoolwork
- be angry or upset, or act out – at school or at home
- withdraw – seeming low, quiet or depressed

The most important thing is to make sure your child feels supported through their anxiety. When the right support is in place, it's often easier for a young person to get back into their usual routine.

Possible ways we can support your child:

- Make changes to their morning, such as having a member of staff to meet them at the gate
- Having a flexible start time
- Being given a safe space, such as a wellbeing room, which they can drop into when needed, can help them to manage difficult moments
- Having an 'break card' that lets them leave a lesson if they're too anxious, and a safe space or person to go to, can help them know they have an 'out' when things get too much
- Having a flexible or reduced timetable can take the pressure off



EMOTIONAL LITERACY SUPPORT ASSISTANTS

ELSA is an initiative developed and supported by Educational Psychologists.

Sessions are planned to support children in recognising their feelings, developing new skills and coping strategies that allow them to manage social and emotional demands more effectively. These sessions are fun, using a range of activities such as: games, role play with puppets, arts and crafts and mindfulness and take place in the 'Nest room,' which provides a warm, calm, safe place for the child to feel supported and nurtured where they can share their thoughts and feelings. The programme is weekly and lasts usually between 6-10 weeks depending on the individual child.

We provide support for a range of emotional needs, such as:

- Recognising emotions
- Anxiety
- Self-esteem
- Social skills
- Friendship skills
- Anger management
- Loss and bereavement
- Family illness or separation
- Behaviour
- Relationships
- Bullying
- Relaxation techniques



NURTURE TIME

We recognise that there may be times when children face extra challenges at home or at school and because of this they may require additional emotional support.

For these children we provide time with a trusted adult in a safe nurturing environment.

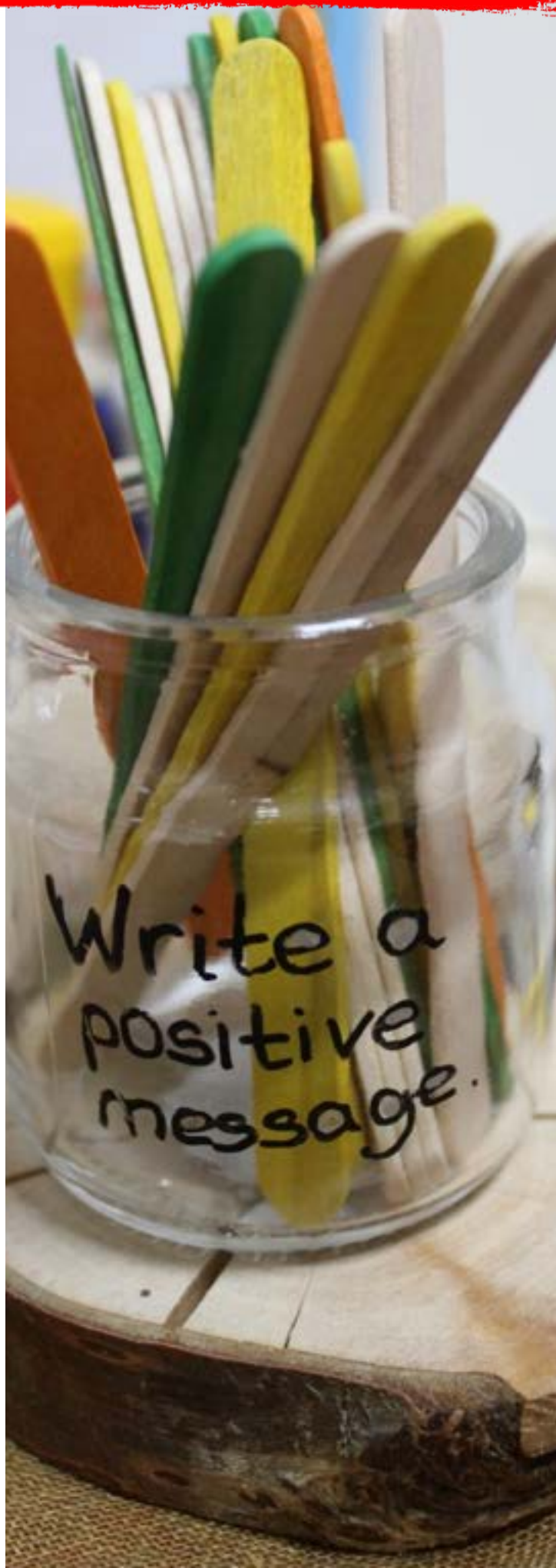
Having someone to talk to enables Young People to explore issues in a safe environment without judgement. Children will be able to express themselves whilst taking part in activities that they enjoy, such as playing games and craft activities.

LUNCH TIME DROP IN

Having a Lunch time drop-in service provides students a safe place to discuss any worries they may have regarding their emotional wellbeing.

Some children may find it a struggle to socialise emotionally with peers when they are having a challenging day and want a relaxed atmosphere where they can chat, play games or gather their thoughts.

Children are also encouraged to seek support during break and lunch times from the Anti-Bullying Ambassadors, should they have any friendship difficulties with their peers. Our Anti-Bullying Ambassadors also encourage opportunities for interaction for those children who may be socially isolated.



GROWING HOPE GARDEN

The Growing Hope project brings together bereaved children to garden at regular sessions during school time.

These children can experience the benefits of gardening throughout the year whilst having the opportunity to meet with other grieving children and create an informal network of support. Our garden area will provide a quiet reflective space for children to cope with their grief.

There is strong evidence linked to gardening and connectivity to nature with improved mental and physical health.

Growing
HOPE



DRAWING AND TALKING

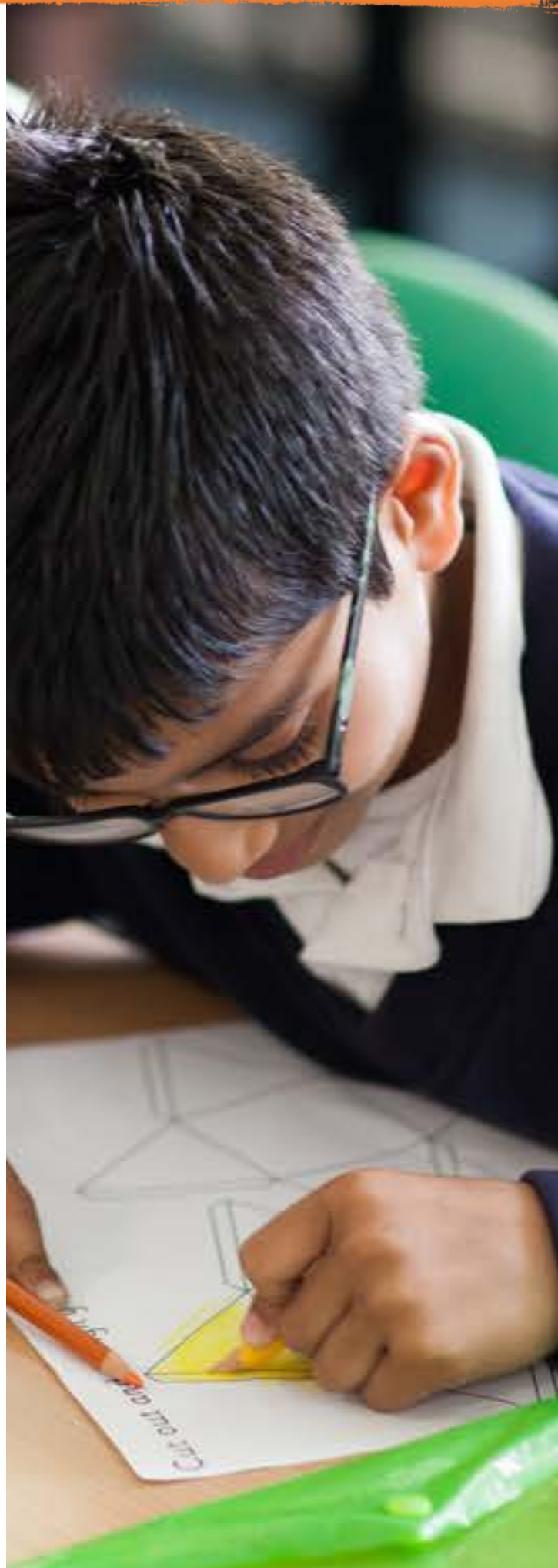
Drawing and Talking is an attachment based therapeutic intervention through a 12-week cycle of 30-minute one-to-one sessions, children process emotional pain resulting from trauma. The child utilises drawing as a way to help them express their feelings differently from ordinary verbal language.

We can support children who are suffering from:

- Trauma
- Anxiety, stress or phobias
- Disrupted or disturbed sleep
- The effects of domestic violence
- Being withdrawn
- Behaviour difficulties



**Drawing
and Talking**



YOUNG CARERS

A young carer is any young person who helps look after someone in their family – this may be due to illness, disability, mental health problems or an addiction. The family member may be a parent, sibling or grandparent living with them.

- The school has a designated Young Carers' School Lead, who are responsible for young carers and their families. Pupils and families will be made aware of the identity of this lead and how to contact them to access support.
- The school reduces barriers to education and learning and supports the wellbeing of young carers.
- The whole school is committed to understanding and meeting the needs of young carers so that they can attend and enjoy school in the same way as other pupils/students and achieve their potential.

Young carers meet once a week for games and activities. It also provides an opportunity to talk to others who share similar experiences.



RAINBOWS

We are able to provide support in our Rainbows group for any child who:

- has experienced the death of a family member, friend or sibling, or;
- whose family have experienced a separation or a loss

Through Rainbows, we offer a safe place in the Nest room where we will sensitively guide your child to begin to share their experiences, supporting them to express and understand their feelings, to feel acceptance for what has happened, and to feel a sense of belonging and love.

The programme lasts for 12-14 weeks and supports self-esteem, trust, confidence, and resilience, promoting emotional development and positive, healthy relationships.



OPAL

OPAL is our newest initiative that will contribute to overall children's development, especially the wellbeing of our children.

There is a wealth of research evidence showing that children need plenty of time to be outside, active and freely playing to keep them feeling happy and healthy.

Research shows the following benefits of Opal for the children:

- **Behaviour** - Happy and stimulated children have fewer issues in the playground
- **Accidents** - OPAL schools have up to 80% fewer reported accidents
- **Effect on lessons** - Consistently report more teaching time in afternoon lessons
- **Self-regulation** - Our children learn to self-regulate through practice, trust and freedom
- **Physical activity** - All children, including girls, SEN and non-sporty children are significantly more active
- **Mental well-being** - Research shows OPAL children are happier and self-reporting improved mental health
- **Social and emotional development** - Good play in the laboratory of life where relationships are practised
- **Links to formal learning** - Many OPAL schools report increased creativity, imagination and collaborative skills
- **Attendance** - Children can't wait to come to OPAL schools because they have such fun
- **Parents** - Parents at OPAL schools love it that their children are happier
- **Self-esteem** - OPAL schools report significant improvements in children's ability to identify and manage risk



EXTERNAL AGENCY SUPPORT

We work closely with external agencies to support children in a range of ways. Where necessary we refer children with parental permission to Hillingdon Targeted Support, Holiday and Food clubs (HAF), Young Carers and CAMHS.

Hillingdon Mental Health Service Team

Education Mental Health Practitioners work with parents one-to-one or in groups, guiding them through tools and techniques to support their child's mild to moderate anxiety or behavioural difficulties.

They deliver workshops on a variety of mental health and wellbeing topics to both children and parents.



HILLINGDON
LONDON



“Pupils feel safe and are kept safe at this happy school.”

OFSTED 2023





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