



## **Travis St Lawrence CE Primary**

### **Pastoral Support**

At Travis, all children receive support for their social, emotional well-being and mental health (SEMH) through day-to-day interactions with their teachers and the adults who know them best. This is supported by curriculum work to develop the whole child through PSHRE lessons, mindfulness and the development of our Travis Virtues.

At times, some children will require additional intervention to support their emotional well-being and/or mental health. We are able to offer different types of support, depending on the needs of the child.

We will always work with parents/carers to ensure children receive appropriate support. As with all interventions in school, parents/carers will be informed if their child is receiving additional support.

Parents/carers are also always welcome to contact school at any time to discuss any needs they think their child may need support with.

### **Nurture Groups**

These are small groups of children who will complete enjoyable activities together with an adult, based around the children's interests. It is intended that children will develop their self-esteem and confidence to take part in group activities, which will then hopefully support the same in class.

### **Social Skills Groups**

Children will play games and discuss different topics. The focus is on social interaction – taking turns in games and conversations, listening to each other and respecting each other's differences. The intended outcome is that children can then apply these skills in class and wider life.

### **Pastoral Support Groups**

The nature of the activities will depend on the needs of the children participating in the group, as identified by their parents / carers or class teachers. It may be based around developing friendships, managing anxiety, anger or other emotions or future events, such as transition.

### **Forest School Nurture Groups**

These are run by our trained forest school practitioners. Children work through a programme of outdoor experiences, such as den building, tree climbing and nature art. The focus is to develop confidence and learn to take appropriate risks in a safe setting.

### **Forest School**

These are run by our trained forest school practitioners. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

## **Thrive Small Group Support**

These are run by our trained Thrive practitioners. Children will be assessed on the class Thrive profile, by the class teacher, prior to starting the sessions. The focus can vary, depending on the needs of the children, but will be to meet their social and emotional development needs.

## **1:1 Pastoral Support**

This may be delivered by the support staff or our pastoral support staff. It will be designed around the child's individual needs to work towards an agreed goal that has been discussed with the child, teacher and parent / carer.

## **1:1 Thrive**

This is delivered by our trained Thrive practitioners. Thrive promotes children's and young people's positive mental health by helping adults know how to be and what to do in response to their differing and sometimes distressed behaviour. If a child is identified as needing 1:1 Thrive support, this will have been decided and discussed by the Thrive practitioner, parents and the class teacher. Communication with families is led by the Thrive practitioner.

## **1:1 Mentoring**

This is provided by a trained mentor from Worth Unlimited, an organisation that supports children's mental health. Children will take part in enjoyable activities with the mentor, whilst working to support mental health issues such as stress, anxiety, unhappiness and loneliness. By the end of the twelve sessions children should have developed some strategies to help manage their emotions. Discussions will always be had with parents, before this takes place.

## **1:1 Trauma Informed Therapy**

This is delivered by our trained Trauma Informed Schools practitioner. It is designed to support children who may have experienced trauma at some stage in their life and may display challenging or anxious behaviour as a result. Children take part in a range of different activities on a 1:1 basis with the practitioner to help them name, understand and process their trauma. As a result of these sessions, children will hopefully be able to manage and regulate their emotions more effectively.

## **Rainbows Support**

This is delivered by our trained Rainbows practitioners. Its focus is to nurture and develop the emotional health and mental well-being of children who have experienced a significant loss through death, relationship breakdown or other adverse circumstance.

## **Accessing Pastoral Support**

- Their class teacher may request support for them, which they will discuss with the parent/carer
- Parent/carers can ask for support through their child's teacher, the SENDCO Mrs Gill or the deputy head and pastoral lead Mrs Alison Hornshaw.
- The child themselves can ask for support either via their parent/carer or school.
- On occasion, an outside agency (eg Early Help) may ask for the support, which would have been discussed with the parent/carer first.