

**Cyfarwyddwr Addysg a Gwasanaethau Corfforaethol**

**Directorate of Education and Corporate Services**

## **Inclusion compendium**

# **Supporting Wellbeing and Positive Relationships Toolkit**



## **Positive Relationships**

Relationships between children, staff, youth workers and parents/carers are key to developing safe and healthy schools where children can thrive and there should be clear mechanisms and structures which support positive relationships. Positive interactions between staff are strongly associated with teacher wellbeing. When both teachers and children talk about what helps them feel they belong to their school, they say: being greeted, especially by name and with a smile; being asked their opinion; and having their efforts acknowledged and strengths valued (Roffey, 2012).

A meta-analysis by Cornelius-White (2007) found that teacher-pupil relationships that are non-directive, empathic, warm, and encourage thinking and learning correlate with: increased participation, critical thinking, student satisfaction, achievement, self-esteem, positive motivation, social connection, attendance, low drop-out rates and a reduction in disruptive behaviour.

Approaches to building positive teacher-pupil relationships to make students feel important, valued and like they belong include: using 'meet and greet' when children come into school and the classroom and at key points during the day; taking an interest in children's lives, keeping them in mind – remembering things that are important to them and noticing something new about them; 'catching them being good' and marking 'over and above' positive behaviour with positive recognition; ensuring that when behaviour issues need to be dealt with that teachers are in control of their own emotions first before addressing children's behaviour and then ensuring that they respond to children in a predictable, calm, empathic and consistent way without an audience present (Dix, 2017).

People who know children well are best placed to identify wellbeing concerns, build resilience and support them. Schools are best placed to identify their needs in relation to developing approaches to support emotional health, wellbeing and behaviour.

Schools and other education settings should strive to create and promote an inclusive culture that fosters the school's ability to provide protective factors that develop resilience and promote well-being.

Consistent with the Whole School Approach (WSA) Framework, wellbeing should exist at every level of the school system and should include all members of the school community to incorporate a whole school approach to wellbeing that is values driven and has ownership at every level of the system.

As wellbeing is constantly changing and evolving, incorporating an effective whole school approach to wellbeing involves a continuous process of learning, reflection and implementation of approaches or plans that can meet the changing and evolving needs of the school community.

## **Relationship culture**

Research has shown that schools with low levels of bullying have: an effective leadership that works constructively with teachers to implement a whole school vision for safety and wellbeing; an effective behaviour policy; a 'relationship culture' which

adopts strategies such as cooperative learning, cross age social activities and actively teaches pro-social skills and values; an ethos/culture that places a high priority on student wellbeing (McGrath & Noble, 2010). The LA has developed a draft Bullying prevention policy which is consistent with the statutory guidance produced by Welsh Government In November 2019 (Rights, Respect, Equality: Statutory guidance for governing bodies of maintained schools) and the approaches and interventions outlined in this toolkit. Caerphilly Educational Psychology Service (EPS) can provide training on anti-bullying approaches and the LA conducts an annual survey of children's views and experiences of bullying. The results of this survey are fed back to schools and advice is provided on approaches that schools can implement to: prevent and tackle bullying, support learners who have experienced and/or engaged in bullying behaviour and promote the use of consistent approaches to ensure that children feel that they are being treated fairly and with equity.

## **A Model for Understanding how to Support Wellbeing and Promote Positive Relationships**

At the heart of the model is the principle that positive and respectful relationships are the foundation upon which all strategies rest. A commitment to wellbeing is firmly rooted within the culture of any organisation. Culture outperforms policy and such a commitment should be evident in daily actions.

The visual model illustrates the elements which promote healthy relationships and the roots which sustain it. This incorporates:

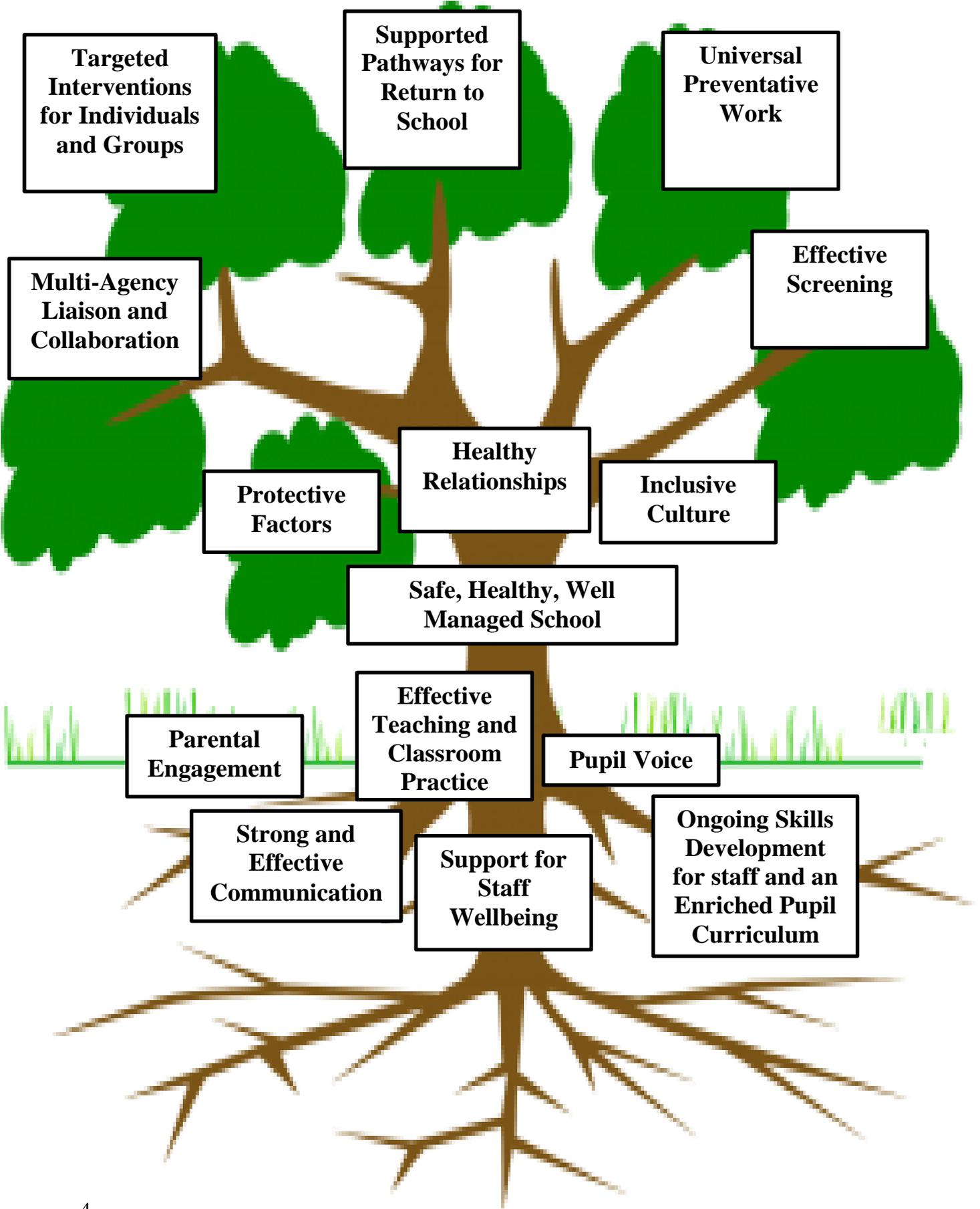
- Support for staff wellbeing and building resilience in organisations;
- Parent/carer engagement – strategies to support and measure the effectiveness of this are provided in the 'matrix for a healthy school community and resilient learners' table (see Appendix 1 of this toolkit);
- Pupil voice, developing a person-centred approach;
- Strong, effective communication and
- Ongoing skills, development and training.

The core practices which support wellbeing, promote positive relationships and build resilience at a universal level are found within the trunk and main branches.

Targeted interventions for vulnerable groups identified through effective screening are found within the lateral branches.

Specialist interventions and multi-agency support arrangements for individuals with the highest levels of need are found within the minor branches.

Healthy Relationships Tree: Visual Representation of Wellbeing Model



This model is derived from the BPS review article, '*What good looks like in psychological services for schools and colleges. Primary prevention, early intervention and mental health*'. The Child and Family Clinical Psychology Review, Autumn 2017, and the NHS Scotland Education document 'Transforming Psychological Trauma', May 2017.

## **Implementation in Practice**

Implementation of this model will be supported through:

1. Effective screening activities that support schools to identify children in need;
2. Activities that support whole-school approaches to support children's engagement in learning, develop positive relationships and promote wellbeing.

Different schools might identify development needs at any or all levels. The local authority response can then reflect the specific identified need(s) of that school, in relation to whether a universal, targeted or specialist intervention is required. However, it is important to note that for many children (even those with the most significant emotional wellbeing issues) it is often the containing and committed relationships that are provided by school communities that have the greatest impact on a child's wellbeing. So whilst there is a need to separate interventions into universal, targeted or specialist intervention, it is also important for schools to hold in mind that all children need to feel and experience a sense of belonging, safety, efficacy, agency (in terms of having a voice) and care and this will continued to be needed by those children who also require specialist support on an ongoing basis.

### **1. Effective Screening - Measuring Wellbeing and Identifying Vulnerable Groups:**

The Welsh Government WSA Framework highlights the importance of schools engaging in a scoping exercise to reflect on their whole school approach to mental health and wellbeing. This scoping exercise will identify key areas of strength and concern to inform the development of an evidence based action plan to support the emotional wellbeing needs of all learners in the school community.

Public Health England have published a toolkit for schools and colleges which provides guidance on measuring and monitoring children's mental wellbeing. The Department for Education offers specific guidance on measurement as part of more targeted support for mental health and behaviour in schools, emphasising the use of a 'graduated approach' to inform a clear cycle to assess the effectiveness of the provision and lead to changes where necessary.

The guidance places emphasis on the importance of two factors:

- Effective use of data, such as a screening tool. This guidance specifically highlights the Strengths and Difficulties Questionnaire (SDQ) as one such tool but there are a wide range of mental health and mental illness instruments available;

- An effective pastoral system in which students are well known by at least one member of staff, so that deteriorating behaviour or mental health will not go unnoticed. It will of course be important to ensure that such information is shared with key staff members who would also be able to support the child in this staff member's absence.

It is important to note that screening tools such as the SDQ are rarely, if ever, recommended for use in isolation.

Instead, such tools are used alongside staff members' knowledge about that child, and that these judgements are also informed by conversations with the child about how they feel. The guidance highlights the importance of contextualising for children why you are using the wellbeing measures and how these measures fit with their everyday life at school/college and how the information collected will be used.

Caerphilly schools are encouraged to use a screening measure to identify children's emotional wellbeing needs, such as PASS (Pupil Attitudes to Self and School Survey) and the Vulnerability Index (developed by the EPS).

The Vulnerability Index also contains a list of recommended universal, targeted and specialist interventions to promote individual, school, family and community and cultural protective factors to support children's wellbeing (see Appendix 2 of this toolkit).

Schools will also be advised to use a baseline and post-intervention measure of emotional wellbeing for children who have been identified for targeted wellbeing interventions. These measures will then enable an evaluation of the effectiveness of the intervention in supporting the child's wellbeing.

### **Role of Caerphilly Local Authority Officers**

There are several teams within Caerphilly Local Authority (LA) who support wellbeing. Within education, these include: Educational Psychology and School-based Counselling Services; Behaviour Support Service; Early Years Team; Safeguarding and Looked After Children Teams; Healthy Schools; Youth Service; and Sports Development. The Human Resources department can also provide advice and guidance to schools and LA Officers. In addition to this, support can also be provided by the Care First Service.

## **2. Supporting Whole-school Approaches to Emotional Wellbeing through the Provision of Universal, Targeted and Specialist Support.**

Psychological intervention is viewed as a critical part in supporting a whole-school approach to emotional wellbeing. In line with recommendations the provision of psychological intervention can be categorised as universal, targeted or specialist support dependent on children's needs.

### **Universal approaches**

Universal approaches aim to maximise the social and emotional wellbeing of everyone in the school, which can be achieved through the implementation of approaches to

develop the roots and trunk of the model. Specific guidance for promoting protective factors to support wellbeing are contained in Appendix 2. Whilst sections 1, 5 and 6 of the [Barriers to Learning Toolkit](#) provides specific guidance to support all children and those who are struggling with their wellbeing, learning and behaviour. Schools will utilise whole school approaches to managing behaviour that are consistent with their understanding of wellbeing such as using universal approaches like emotion coaching, supporting positive relationships, noticing appropriate behaviour and using restorative approaches when things do not go well. The LA also provides training to schools in approaches that aim to support staff understanding of the impact that the experience of trauma can have on children's behaviour (e.g., **Trauma-Informed Schools Training**), mental health e.g., through **Youth Mental Health First Aid (YMHFA)** training. **Mindfulness** training for groups of staff and children can help to develop both children and staff coping responses and can be focused on specific topics such as transitions, promoting good mental health, anxiety management, bullying, friendships etc. Similarly, both the **Roots of Empathy** programme and **test anxiety training** are delivered at a whole-class level as both a universal and targeted intervention for children. The **staff wellbeing** package supports staff wellbeing, which in turn, helps to build the capacity of school staff to be better able to respond to children's emotional wellbeing needs and, in turn, build positive teacher-pupil relationships.

### **Targeted Interventions**

Targeted interventions can be targeted to children who are at a greater risk of not being able to access the learning environment and/or are exhibiting signs of poor wellbeing, such as social and emotional difficulties, which might be due to a known factor (e.g., poor parent/carer mental health, ACEs etc). These children could be identified through a screening tool, such as the Vulnerability Index or ACEs questionnaire. Targeted interventions to support such children could include **ELSA support, Thrive, Trauma Informed Approaches, Circle of Friends, Draw and Talk and Lego-Based Therapy**, social skills training such as "Talkabout" or the Social Use of Language Programme (SULP) or other social and emotional approaches to learning such as targeted SEAL, work to support **Human Givens**, dependent on children's presenting needs. Schools can also be provided with support and guidance to enable them to develop a **Nurturing Provision** within the school, which can serve as a targeted intervention to develop children's emotional wellbeing and social competence. Other interventions might include, for example, daily mentoring support for children provided by a key adult at school or external support, such as from the school police liaison programme.

All the universal and targeted interventions highlighted above can be provided by the EPS.

### **School-based Counselling Service**

The School-based Counselling Service is commissioned by the Welsh Government to provide individual counselling support to children in years 6 to 13 suffering from low level emotional wellbeing needs. This service is highly valued by schools and children who have received the service and has been found to have a significant positive impact on children's mood as assessed by a reduction in the child's CORE score (YPCORE), which is assessed prior to and at the end of the counselling sessions. The YPCORE is a 10-item self-report questionnaire that assesses aspects of children's mood.

Some vulnerable children accessing targeted support or interventions may present with behaviours which place themselves or others at risk of harm. Schools should complete a **risk assessment** for these children and where necessary write a **positive handling plan** which outlines the way in which the school will reduce the risk of harm and seeks to support the child to keep safe. It is important to note that all behaviour is a form of communication and children's challenging behaviour is often a sign that something is not going right in the child's life. Therefore, it is important that school staff have sufficient time and space to consider what might be going on for the child in their context. Schools can seek advice from local authority officers such as the EPS and Behaviour Support Service for further help and guidance.

### **Specialist Support Interventions**

Specialist support interventions are those offered to children who already show some signs of a psychological problem or who are exhibiting extremely high levels of deregulated behaviour and difficulty accessing the learning environment. These interventions aim either to prevent the escalation of symptoms to a clinical level (prevention), or to ameliorate an existing clinical problem (treatment). This specialist psychological support is often carried out by non-teaching professionals including educational and clinical psychologists, school-based counsellors, child psychotherapists, art therapists, family therapists, cognitive behavioural therapists, school nurses and community paediatricians. Examples of specialist interventions that the EPS can provide include **therapeutic story writing** and **cognitive behaviour therapy (CBT) anxiety training**; the latter of which is delivered by a CBT trained practitioner.

The LA has worked closely with ABUHB to develop protocols to support children to return to school following an incident of dangerous self-harm. See WARRN pilot project.

### **WARRN Pilot Project**

The WARRN (Wales Applied Risk Research Network) Pilot was set up by Caerphilly EPS in February 2019 in consultation with Health (CAMHS Emergency Liaison Team and School Nurses), following the recommendation of a LA working group. This group which comprised of key staff from the LA Learning, Education and Inclusion Service and School Pastoral Teams, sought to develop a protocol to ensure learner's safe return to school following an incident of dangerous self-harm. As part of this pilot project and protocol, the school nurse sends a copy of the WARRN (psychosocial assessment and risk formulation conducted with the child) to the School Designated Safeguarding Officer and LA Education Team (for attention of the School Educational Psychologist). The WARRN is then used to inform the school's risk assessment, which can be done in collaboration with the EPS. The school is then also able to put appropriate interventions in place through their Pastoral Support Team, for which the EPS can advise on. Whilst this pilot has now ended and is undergoing evaluation, in moving forward, schools will continue to receive a copy of the WARRN assessment from CAMHS In-Reach workers.

A minority of children will have emotional and social difficulties which prevent them from accessing full time attendance at a mainstream school and which may require a

short-term intervention such as a reduced timetable (see reduced timetables policy) or access to a specialist provision such as Education other than at school.

### **Behaviour Support Service**

The overarching aim of the Behaviour Support Service (BSS) is to support schools in managing children with emotional, social and behaviour difficulties. The primary function to achieve this goal is through supporting staff to develop the appropriate tools to support children. This support is carried out in numerous ways, though at the core is the relationships that are built with schools and families.

As a service it is key to identify when children are struggling to manage their school placements. It is also a service which can identify difficulties through observations and discussions with staff, parents/carers and agencies involved. Such work helps unpick and investigate the issues behind behaviour. The work undertaken informs recommendations and can provide support in both the short and long-term.

## LEI Key Staff – Contact List

Name	Contact details	Role	Key Areas
Sarah Ellis	elliss@caerphilly.gov.uk	Lead for Social Inclusion	
Rhys Evans	Evansr11@caerphilly.gov.uk	Head of Vulnerable Learners Provision	Behaviour and EOTAS
Kyla Honey	honeyk@caerphilly.gov.uk	Principal Educational Psychologist	Wellbeing and Line Manager of EPS and SBCS
Owen Barry	barryor@caerphilly.gov.uk	Deputy Principal Educational Psychologist	EOTAS and Elective Home Education
Emma Bush	bushel@caerphilly.gov.uk	Senior Educational Psychologist	Equalities and Bullying
Mandy Morris	Morrim4@caerphilly.gov.uk	Education Safeguarding Coordinator	Safeguarding support and advice
Paul O'Neill	oneilp@caerphilly.gov.uk	Senior Youth Service Manager	Overseeing Youth Service projects
Adam Thomas	Thomaa13@caerphilly.gov.uk	Lead Healthy Schools Practitioner	Healthy Schools Scheme Period Dignity Campaign
Carin Quinn	quinnc@caerphilly.gov.uk	Healthy Schools Practitioner	Healthy Schools Scheme Pupil Voice

Key Element	Skills, Knowledge and Practices				Additional Strategies and approaches	Measure of Effectiveness
	Amongst staff	For children	For parents /carers	Community		
Inclusive culture	<p>Effective leadership.</p> <p>Shared vision.</p> <p>Awareness of equality and diversity including neurodevelopmental difference and ACEs.</p> <p>Adjustments in place to meet needs within classrooms.</p> <p>Policies are in place for health and wellbeing. They are accessible and subject to regular review</p>	<p>Aware of and value diversity.</p> <p>Demonstrate polite and respectful behaviour</p> <p>Take proactive steps to include others in social groups.</p>	<p>Community/Parent/carer room</p> <p>Parent/carer involvement – views sought and acted upon.</p> <p>Links between parent/carer governors and wider parent/carer group.</p> <p>Updates and changes to policy are shared with parents/carers</p>	<p>Community figures and different agencies visit and are involved.</p> <p>Community events.</p> <p>Awareness within and support from Governing Body.</p>	<p>Rights respecting schools.</p> <p>Dyslexia friendly classrooms.</p> <p>Trauma/attachment informed practice.</p> <p>ACEs awareness (ACE readiness toolkit).</p> <p>ASD awareness.</p> <p>PATHS model for action planning</p>	<p>Low incidence of discriminatory incidents.</p> <p>Low rates of exclusion.</p> <p>High levels of attendance.</p> <p>Positive feedback from vulnerable/minority groups.</p> <p>PDG, LAC and grant funds are appropriately deployed.</p> <p>Policies reference the current health and wellbeing agenda.</p> <p>Behaviour policy evidences recognition of the importance of relationships based practice.</p>

<p>Effective management and behaviour management</p>	<p>Clear roles and responsibilities.</p> <p>Clear lines of accountability.</p> <p>Policies and procedures are accessible, understood and followed consistently</p>	<p>Clear rules and routines.</p> <p>Systems for rewards and sanctions.</p> <p>Consistent implementation of behaviour policy.</p> <p>Quiet well managed classrooms.</p>	<p>Parents/carers signed up to Behaviour policy.</p> <p>Home-school liaison mechanisms.</p> <p>Home based reinforcement.</p> <p>Good news messages.</p>		<p>PIVOTAL</p> <p>Discipline for Learning.</p> <p>Assertiveness.</p> <p>Incredible years.</p> <p>Team teach.</p> <p>Contracts "on report"</p>	<p>Reducing number and severity of incidents logged.</p> <p>ESTYN report good or better standards of behaviour</p>
<p>Positive relationships</p>	<p>Respectful relationships.</p> <p>Strong role modelling</p> <p>Staff wellbeing addressed through supervision and support.</p> <p>Appropriate information sharing, including information passed onwards on transition.</p>	<p>Calm and measured approaches.</p> <p>Listening skills.</p> <p>Empathy</p> <p>Mediation and reparation.</p>	<p>Clear procedures for visiting, getting involved, sharing concerns</p> <p>Communication is about celebrating progress/success over informing of incidents/ concerns</p>		<p>Dedicated family engagement officer.</p> <p>Emotion coaching Thrive Restorative approaches.</p> <p>Parent/carer workshops.</p> <p>Positive Psychology (PERMA) Involvement of all staff including office staff, caretaker, MTAs</p>	<p>Low levels of staff turnover and absence.</p> <p>Staff feel well informed, valued and included.</p> <p>Children and parents/carers report positive experiences and relationships.</p>

<p>Successful transition</p>	<p>Clear and timely information sharing between primary and secondary schools</p> <p>Staff visits</p> <p>Key worker's identified in advance of transition where possible.</p>	<p>Familiarity with new environment and expectations before transition.</p> <p>Point of contact established for vulnerable children before transition</p>	<p>Preliminary visits.</p> <p>Information sharing.</p> <p>Extra visits and clear point of contact for parents/carers of vulnerable children</p>			
<p>Effective communication</p>	<p>Daily/ weekly staff briefings.</p> <p>Briefings/ information shared with supply staff and visitors</p> <p>Communication within and between departments.</p>	<p>Pupil voice</p> <p>Student council</p> <p>Person centred practice</p>	<p>Brochure/ Prospectus. Introductory visit(s).</p> <p>Consultation on issues as well as own children.</p> <p>Newsletters/ Website.</p> <p>Parent/carer governors</p> <p>Focus groups</p> <p>Ready access to senior staff in moment of need.</p>		<p>PASS</p> <p>Pack for information gathering for one page profiles.</p>	<p>Consistent messages and consistent practice.</p> <p>Staff, parents/carers and children report being well informed and listened to</p> <p>Children feel able to seek help and know who to turn to</p>

<p>Stimulating, enriching and relevant curriculum</p>	<p>CPD to include skills building and working towards new curriculum.</p> <p>Sharing ideas/practice within and between schools.</p> <p>Appraisal, Peer appraisal and observation</p>	<p>Wide ranging curriculum with alternative options.</p> <p>Extension and challenge.</p> <p>Intervention for learning needs.</p> <p>Extracurricular activities promote creative arts, sport and physical activity, citizenship, meaningful contribution, environmental issues</p>	<p>Parent/carer workshops, art clubs.</p> <p>Parents/carers in classrooms.</p>	<p>Community visits and local visitors involved in lessons</p>		<p>Strong progress.</p> <p>Learning targets met.</p> <p>Growing levels of participation in extra curricular activities.</p> <p>Children enjoy and engage with learning.</p>
<p>Curriculum includes healthy lifestyles, relationships and mental health</p>	<p>Good roles models</p> <p>Broad PHSE curriculum including attention to mental health and resilience.</p>	<p>Extra curricular activities promote good physical and mental health and access to natural world</p>	<p>Parent/carer involvement in stress management and exam preparation,</p> <p>Internet and safety implications.</p>		<p>SEAL</p> <p>Mindfulness</p> <p>Relax Kids</p> <p>Forest schools</p>	<p>Reducing levels of concern/ incidence of drug and alcohol related problems, and other risky behaviours,</p> <p>Less obesity,</p>

	<p>Social and emotional learning referenced in lessons.</p> <p>Guidance in place to support preparation for exams and exam stress.</p> <p>Attention to social media and cyber bullying</p> <p>Explicit teaching of relaxation/ mindfulness</p>		<p>Parent/carer workshops re issues such as anxiety</p>		<p>Therapeutic animal care Teaching about mental health</p> <p>Preparation for exams includes ways to reduce exam stress</p>	<p>Fewer eating disorders, better hygiene and dental health.</p> <p>Increasing levels of participation in exercise for recreation.</p>
<p>Welcoming environment</p>	<p>Welcoming reception area and reception staff</p> <p>Clutter free areas</p> <p>Space for PPA/ quiet working/ private meetings and calls.</p>	<p>Involvement in reception type duties.</p> <p>Displays, gardens and grounds, decorating, decision making.</p> <p>Recreation areas with age appropriate activities</p>	<p>Parent/carer involvement in projects in school building and grounds</p>		<p>Access to green spaces</p>	<p>Clean and well kept indoor and outdoor environments.</p> <p>Physical Accessibility.</p> <p>Adjustments for disability.</p> <p>Displays are fresh and frequently changed.</p> <p>Childrens' work and artwork on display.</p> <p>Community art/ projects</p>

						Children show pride in school
School based interventions for social and emotional development and learning	<p>Differentiation of work and homework.</p> <p>Skills to deliver a range of interventions.</p> <p>Dedicated staff to deliver interventions.</p> <p>Time and support for liaison between ALNCo, Pastoral staff, class teachers and LSAs to facilitate planning and implementation of individual programmes.</p> <p>CPD opportunities and support groups.</p> <p>Positive approaches e.g. growth mind-set.</p>	<p>Targeted Interventions for groups and individuals.</p> <p>Mentoring.</p> <p>Buddy systems and peer support</p>	<p>Parent/carer involvement in relevant groups</p> <p>Review processes</p>		<p>ELSA Thrive</p> <p>Incredible Years</p> <p>Lego therapy</p> <p>Anxiety reduction e.g relaxation/ CBT based work</p> <p>Respectful relationships</p> <p>Drama groups</p> <p>Social skills</p> <p>Key worker systems</p> <p>Safe havens/ tents and dens</p> <p>Access to activities which allow risk taking in controlled context.</p>	<p>Children make progress on specific programmes.</p> <p>Children report greater wellbeing after intervention.</p> <p>Staff report growing confidence in meeting needs.</p> <p>Attendance and achievement improve.</p> <p>YP core scores show improvement in mood.</p>

					Access to School Based Counsellors	
Timely identification of need and involvement of outside agencies	<p>Effective Monitoring and identification processes including safeguarding, ALN and mental health.</p> <p>Awareness of onward referral routes JAFF MARF/IAA ISCAN LEI services and graduated approach.</p> <p>Communication amongst staff.</p> <p>Availability for consultation.</p> <p>Capacity to implement actions and recommendations including risk assessments.</p>	<p>Effective pastoral systems, ready access to adult listeners.</p> <p>Peer support groups.</p> <p>Childcentred practice.</p>	<p>Involvement in consultation, planning and review.</p> <p>Family centred practice</p>		<p>PASS</p> <p>Whole class Thrive</p> <p>Access to School Based Counselling Multi agency liaison Team around the child/family Go girls/ Brothers youth projects</p> <p>*Reference to LA policies e.g. behaviour, managed moves, reduced timetable, Learner referral process, critical incident, loss and bereavement.</p>	<p>Appropriate onward referral.</p> <p>Vulnerable children and parents/carers are positive about the support received.</p> <p>Vulnerable children continue to attend well and make progress.</p> <p>Reduced incidence of fixed term and permanent exclusions.</p>
Planned response to acute need to	Knowledge of processes and	Pupil voice	Clear and frequent 2 way		Policy for return to school following	Successful re-integration record for children

<p>include re-integration processes e.g. for children returning from LPC/EOTAS provision or after an incident of significant self-harm.</p>	<p>procedures including referral routes.</p> <p>Risk assessment WARRN</p> <p>Communication channels with CAMHS and other acute services.</p> <p>Whole school awareness raising re suicide prevention, separation, loss and bereavement</p> <p>Regularly updated plan in place for dealing with a critical incident</p>	<p>Bespoke programmes</p> <p>Use of friendship groups</p>	<p>communication with single point of contact</p>		<p>self harm/ attempted suicide</p> <p>Supported pathways for return to school</p> <p>Involvement of School Based Counsellors</p>	<p>returning from alternative provision or after an incident of self-harm.</p>
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Appendix 2:

Vulnerability Index Interventions to promote individual, school, family and community/cultural protective factors

**Individual**

Protective Factor	Level of intervention	Possible intervention
Secure attachment experience (DoE) = 1	Universal	e.g., using PACE approach (e.g., playful, acceptance, curiosity and empathy with good listening skills) and emotion coaching (connection before correction to build relationships, empathise etc), having consistent routines.
	Targeted	Check-ins, timetabled fun activities, time to build relationships, timetabled interventions with the same member of staff, 1:1/small group Thrive and ELSA activities/support.
	Specialist	Adjust expectations of behaviour policy to reduce demands and ensure an individualised approach, Draw and Talk.
Good communication skills, sociability (DoE) = 1	Universal	Opportunity to participate in school groups, peer mentoring, reading to younger children, class assemblies.
	Targeted	ELSA, Lego Based Therapy, Socially Speaking, Time to Talk, Talkabout, ComIT Checklist.
	Specialist	Speech and language Therapy, Social Communication Advisor (Bev Lane), CASS (if applicable), EPS, ComIT, Visual Impairment Team, Hearing Impairment Team. Social communication SRBs.
Being a planner and having a belief in control (e.g., self-efficacy - identified through PASS (DoE) = 1	Universal	Ensure there are frequent opportunities for pupil voice (e.g., curriculum, school council). Growth mindset ethos. UN rights of the child.
	Targeted	Actively teach organisational skills, support children to set their own goals ensuring these are realistic and achievable and provide mentoring support to facilitate feedback on these goals (e.g., celebratory books), ELSA activities.
	Specialist	Counselling support, Growth mindset assessment /self-efficacy assessments

		EP involvement.
Humour and a positive attitude (DoE) = 1	Universal	Work around a positive growth mindset, motivating and practical approaches to teaching and learning, Assemblies, PACE approach (especially Playfulness), Wellbeing days.
	Targeted	ELSA, Human Givens, activities from 'Starving the Anxiety Gremlin', 'Think Good Feel Good' CBT based activities, focussed Assemblies, project work (e.g. class project on a topic of interest to motivate children), THRIVE.
	Specialist	CBT, anxiety groups, referral to SBC or SPACE wellbeing panel. Laughter therapy, EP involvement.
Experiences of success and achievement (DoE) = 1	Universal	Differentiation, breadth of experience on offer to enable all children to have access to a broad and balanced curriculum that provides the opportunity for success (with access to external events to represent the school in). Growth mindset ethos. Zone of Proximal Development.
	Targeted	Time with an adult to identify children's strengths and interests, with opportunities to engage in activities linked to these. Opportunities for children to have a voice and participate e.g., student council, eco council, Lego group
	Specialist	Setting up bespoke projects linked to individual's strengths and interests, access to a bespoke curriculum (e.g., CAG, Positive Futures).
Faith / spirituality / sense of purpose (DoE) = 1	Universal	School celebration of local and world events, PERMA model, goal setting, PSHE activities around exploring identity, Philosophy for children activities, Assemblies, School values (e.g., church schools with faith related values), Careers Advisory Service.
	Targeted	Human Givens, Circle of Friends, Growth Mindset to develop ambition to develop oneself. Personal learning journal.
	Specialist	Person-centred approach to goal setting (e.g., ideal self with EPs), SEN Careers advice.
Capacity to reflect (DoE) = 1	Universal	Foundation phase to Key Stage 2 activities to develop ability to identify, label and understand emotions, moving on to understanding the link between feelings, actions and events (e.g., SEAL

		and PSHE activities), making feelings explicit by modelling thought processes around feelings and actions (KS2-4).
	Targeted	Restorative conversations, problem solving with a mentor, ELSA and Thrive activities.
	Specialist	Counselling, sand tray activities, Draw and Talk.

## **School**

Protective factor	Level of Intervention	Possible Intervention
Clear policies on: behaviour and bullying (DoE) = 1	Universal	Audit and review existing policies. Promotion of kindness.
	Targeted	Capturing pupil voice within policy documents e.g. school council / ELSA feedback. Pastoral sessions to explore perceptions, wellbeing work.
	Specialist	Seeking advice of Access and Inclusion professionals (LEI Services), Restorative Approaches training e.g. whole school to feed into approaches and policies, Behaviour Support.
Staff behaviour policy (also known as code of conduct) (DoE) = 1 Effective safeguarding and Child Protection policies. (DoE) = 1 An effective early help process (DoE) = 1	Universal	Everybody's business – safeguarding training for all staff. Yearly CPD at relevant level. Review policies and procedures regularly e.g. annual nominated Child Protection Officer within the setting with clear pathways of how to access the named professionals. Signposting around the school with clear and accurate information of CP Officers.

	Targeted	Cluster training / all LA schools to disseminate new information.
	Specialist	Informing policies with advice from Access and Inclusion professionals.
Understand their role in and be part of effective multi-agency working (DoE) = 1	Universal	Good communication with external agencies. Forming and maintaining positive working relationships with outside agencies across Education, Health and Children Services. Understanding the role of each external agencies (strengths and limitations).
	Targeted	Implement and participate in multi-agency meetings. Best placed member of staff to attend certain meetings e.g. Core group meetings with Children Services; Consultations with EPS / BSS and Health.
	Specialist	IRG Meetings for Critical Incidents. Gwent Consortia for multi-agency working e.g. ALN Reform; New Curriculum Reform.
Appropriate procedures to ensure staff are confident to raise concerns about policies and processes, and know they will be dealt with fairly and effectively (DoE) = 1	Universal	School ethos whistleblowing policy, staff wellbeing training, team meetings, good communication, transparent policies.
	Targeted	Supervision, targeted wellbeing team meetings including senior staff.
	Specialist	Union. Specific training around relevant legislation (e.g., Code of Practice/ Mental Capacity Act 2005).

<p>A whole-school approach to promoting good mental health (DoE) = 1</p> <p>Curriculum includes healthy lifestyles, relationship and mental health = 1 An inclusive culture e.g., staff awareness of equality, ACEs and adjustments in place in classrooms to meet children with ALN = 1 'Open door' policy for children to raise problems (DoE) = 1</p>	<p>Universal</p>	<p>Following Welsh Government guidelines, school ethos, targeted assemblies, wellbeing policy, wellbeing champion, mental-health policy.</p>
	<p>Targeted</p>	<p>Staff Wellbeing training, staff trained up in a variety of wellbeing interventions (e.g. ELSA, attachment, Nurture), ACE's training, Trauma Informed Schools approach (teaching and non-teaching staff), Human Givens.</p>
	<p>Specialist</p>	<p>Referrals to SPACE, CAMHS, SBC, ISCAN, CBT.</p>
<p>Good pupil to teacher/school staff relationships (DoE) = 1</p>	<p>Universal</p>	<p>Restorative approaches e.g. restorative conversations, think sheets, games to repair relationships. Classroom strategies around emotional literacy (sharing emotions and requesting help). Pupil voice. One-page profiles. Wellbeing check-ins with children.</p>
	<p>Targeted</p>	<p>EPS training on attachment, emotion coaching, nurture, ELSA, Thrive training. Transition and open communication with secondary schools. Designated reflection time with TA during assembly. Transitional objects. Targeted PACE work.</p>

	Specialist	School-based counsellor, CBT support, Planning Alternative Tomorrow's with Hope, EP involvement, South East Wales Adoption Service.
Positive classroom management (DoE) = 1 Access to a developmentally appropriate curriculum which is rich and stimulating = 1 Access to targeted intervention (e.g., for learning and/or emotional wellbeing) = 1	Universal	Behaviour policies, positive handling, risk assessments, outdoor education/forest school.
	Targeted	Positive Behaviour Support, Nurture groups, Specialist Resource Bases, Attention Autism, EPS training.
	Specialist	Cognitive assessment by EP. Dyslexia assessment.
A sense of belonging (DoE) = 1	Universal	School ethos, class names, houses, organised activities/after-school clubs. Transitional activities with next years' teacher.
	Targeted	Belonging/family tree, nurture group, 'my place in the world', resilience training (connection).
	Specialist	Youth service, social workers (life story book), school-based counsellors.
Positive peer influences (DoE) = 1 Positive friendships (DoE) = 1	Universal	Circle time with a focus on friendship. Modelling behaviour, Peer-buddy schemes
	Targeted	Resilience training – friendship, circles of connection. Restorative justice/restorative conversations with adult as mediator.
	Specialist	Youth service – e.g., Targeted Youth and Family Engagement Project.

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## **Family**

Protective factor:	Level of intervention:	Possible interventions:
One good parent/carer-child relationship /supportive adult	Universal	<p>Strong home-school links and relationships between school and families (e.g., Family Liaison Officer)</p> <p>Approaches to support the child to build a key relationship with a member of staff:</p> <p>(Universal approaches using PACE approach (e.g., playful, acceptance, curiosity and empathy with good listening skills) and emotion coaching (connection before correction to build relationships, empathise etc), having consistent routines.</p>
	Targeted	Check-ins, timetabled fun activities, time to build relationships, timetabled interventions with the same member of staff, 1:1/small group Thrive and ELSA activities/support.
	Specialist	Adjust expectations of behaviour policy to reduce demands and ensure an individualised approach, Draw and Talk.
Warm family relationships	Universal	Relationships and Sex education, VAWDAS training, good liaison between home and school, safeguarding training.
	Targeted	Referral to Supporting Family Change, programmes to support family and community engagement (e.g., Foundation Phase and KS2 PALS, parent/carer literacy schemes).
	Specialist	Referral to outside agencies (e.g., JAFF referral to access SPACE Wellbeing services; NYAS, Llamau). If concerns are in relation to safeguarding and/or emotional

		abuse/neglect, then referral to Children's Services. EWO service.
Clear, consistent discipline (at home)	Universal	Clear discipline approaches within school (for home to adopt), good liaison between home and school, safeguarding training, positive behaviour rewards (i.e., "catching them being good").
	Targeted	Drop-in sessions to discuss parent/carer concerns, access to a family liaison worker, parenting/carer groups for pre-school and foundation phase.
	Specialist	Support via care and support group (previously called core group) Parenting/carer skills training.
Support for education	Universal	Approaches to engage parents/carers – positive home-school communication – clear website, use of learning platforms, newsletter, opportunities for parental/carer engagement and understanding of the school curriculum (e.g., school concert, parent evenings, special events – e.g., school fair, coffee morning, science fair, parent workshops – e.g., literacy and play workshops for foundation phase and key stage 2), school engagement in community and local events to raise school profile.
	Targeted	Family liaison officer, EWS.
	Specialist	Referral to LEI Services and if concerns are in relation to safeguarding, then referral to Children's Services.
Supportive long-term relationship or the absence of severe discord	Universal	Relationships and Sex education, VAWDAS training, Good liaison between home and school, safeguarding training.
	Targeted	Referral to Supporting Family Change, programmes to support family and community engagement (e.g.,

		Foundation Phase and KS2 PALS, parent/carer literacy schemes).
	Specialist	Referral to outside agencies (e.g., JAFF referral to access SPACE Wellbeing services; NYAS, Llamau). If concerns are in relation to safeguarding and/or emotional abuse/neglect, then referral to Children's Services.

### **Community and Culture**

Protective factor:	Level of intervention:	Possible interventions:
Wider supportive network (1)	Universal	Accessing appropriate services e.g. Youth Services, Family support services, charity run services e.g. National Autistic Society, coffee mornings, invitations to work with and support parents/carers e.g. Parent/carer and Toddler group, Parent/carer Teacher Associations, PTA.
	Targeted	Parents evenings – awareness of wider support networks available, Parent Liaison Officer role to develop stronger links with families, after school clubs, Youth clubs.
	Specialist	Access to specific groups relevant to the family or individual's needs/strengths / interests.
Good housing (1)	Universal	School to have good communication links with parents. Offer sign posting and help if required.
	Targeted	Referral to Supporting Family Change, Social Services etc.
	Specialist	Social Services.
High standard of living (1)	Universal	Informing parents of Maslow's Hierarchy of Needs, through parenting/carer groups, information links through the school website, good communication with parents/carers, gathering information with parents/carers.

	Targeted	Family Liaison Officer, consultations with outside agencies, multiagency meetings, SPACE Panel.
	Specialist	Liaising with Social Services, Supporting Family Change.
High morale school with policies for positive behaviour, attitudes & anti-bullying (1)	Universal	SEAL and Jigsaw programmes, kindness ethos growth mindset ethos, modules around big societal events (e.g., Six Nations, Olympics, Eisteddfod), wellbeing days
	Targeted	Restorative approach, self-esteem interventions, resilience and coping skills interventions.
	Specialist	SRBs for social and emotional difficulties LA involvement EP service
Opportunities for valued social roles (1)	Universal	School to have good communication links with community to offer support to their children and to dispense this information to students so they are aware. Brownies, Cubs, Visiting Speakers coming into the school, work experience, links with Duke of Edinburgh scheme.
	Targeted	Youth Support Service, LGBTQ groups, sport groups, youth club.
	Specialist	Careers Wales (creating opportunities for future and understanding different roles), Young Carer charities, access to specific groups relevant to the family or individual's needs / strengths / interests.
Range of sport/leisure activities (1)	Universal	Clear links with Youth Service, after school clubs linked to sport and other extra curricula activities, sports, Music, Art, STEM, and other development teams visiting schools, modules around big societal events (e.g., Six Nations, Olympics, Eisteddfod, Jubilees).
	Targeted	PE differentiation, Music therapy, Yoga, Dance therapy,

		Hydrotherapy, Rebounders.
	Specialist	Occupational therapy, Youth Service, physiotherapy, GP.