**Mental Health and Emotional Well-being at Brookfields**

**A summary of examples of the type of things classes do to promote these areas**

**(taken from a sharing good practice staff meeting)**

* Visual supports
* Intensive Interaction
* Use of communication strategies and resources
* Ensuring all children feel valued
* Routine and structure
* Use of turn-taking boards to develop waiting skills and empowering pupils to regulate own emotions
* Buddying activities (with older pupils / pupils from different classes)
* Symbols on back of chairs to give 2 clear choices (Stay or Play)
* Choices of activity; free-play or workstation)
* Staff modelling appropriate behaviour and talking about emotions in context
* Reinforcement of school rules visually
* Snack / healthy food
* Celebrating achievement
* Talking about feelings
* Creating memories; pictures, videos etc to revisit
* PSHCE lessons
* Quiet, rest and relaxation sessions
* Being outdoors exploring all of the different areas
* Daily routines = security
* Nurturing environment
* Massage
* Singing and dancing
* Feelings boards and charts
* Leader of the day
* Snack Helper of the day
* Visuals to promote discussion / reminder of school rules such as ‘Good friend / Not a good friend’
* Emotions book (linked to sentences)
* Brook Bear ~ weekend diary; pupils write on Monday about their weekend; sheet for non-verbal pupils with what, where and when on that is completed by parents and sent in)
* Sensory diets
* Nurture chats (to explore co and self-regulation)
* Breathing activities
* Use of the tactile faces and use of mirrors to look at expressions
* Healthy lifestyles focus
* Peer and self-evaluation
* Role modelling
* Explicit conversation about how staff care and value pupils ~ showing care ad respect
* Use of quiet place / tent
* Positive rewards systems
* Holding items; such as Barnaby Bear
* Identify and build on interest areas ~ use in conversation / resources etc
* Relaxation; 5 deep breaths + visual
* Jobs and responsibilities
* Citizen books
* NSPCC resources ~ Underwear Rule
* Different Learning environments used
* 1:1 / small group activities
* Chance boards
* Positive reward systems e.g. tick charts working for a motivator
* 1:1 time with an adult
* Something to hold / keep for the day (from an adult)
* Massage; including peer
* Emotions coaching
* Fiddle objects
* Continuous provision (developing turn taking and sharing)
* SPOT Group
* First 30 mins of the day (personalised time; chat time, favoured activities, physical movement, radio etc)
* Person of the day
* Positive word of the day
* Red, Amber, Green keyring ~ how I am feeling
* Social Story ~ produced with the child
* Traffic light system
* Music
* Emotions and expressions work
* What do we like / dislike? ~ Matching expressions
* CBT sessions ~ Thinking Tree, Right / Wrong tools, Dialogue and label)
* TACPAC sessions (Music linked to objects / actions)
* Intensive Interaction
* Liaison with parents and carers
* Sport and physical activity
* Work with range of therapists

Plus, many, many more………….

