

# Well-Being sessions at Linton Heights Junior School

## Rationale and Objective

Well-being sessions at Linton Heights come from the school's own commitment to the emotional wellbeing and mental health of the children. Those pupils whose emotional wellbeing, cognitive and behavioural patterns are impeding their ability to access aspects of the value system and/or the learning within the classroom, will be offered sessions where they can talk through their issues and plan for a more positive experience in and out of school. By offering these sessions, the aim is to see improved participation, reductions in behavioural problems as well as happier, more confident and resilient pupils. The well-being sessions that are offered at LHJS are just one of the initiatives to ensure that pupils leave our school with skills, strategies and experiences to help them overcome future obstacles.

## Specific Objectives

- To offer pupils individual and confidential support.
- To devise and deliver group sessions on issues such as self-esteem, attitude to learning and resilience.
- To equip pupils with skills and strategies to take more control, to create positive changes and to plan for a more optimistic future.
- As appropriate, share any 'plans for change' or 'plans for support' with teachers and parents.
- To work in consultation with the school's child protection policies.

## Structure

Sessions will be between 20 and 45 mins each, delivered by one of our Well-Being leads.

Some children will benefit from weekly sessions, whereas others will quickly move to having sessions every 2, 3 or 4 weeks. Many

children will receive sessions for blocks of time (for example 6 or 10 weeks) and then have 'catch up' sessions on, for example, a half termly basis.

## Approach

The approach will initially be a humanistic one which aims to help children talk through their difficulties in a warm, supportive environment. However, the main approach will then be 'integrative' which brings together a variety of approaches depending on the issues that arise. For example:

- Solution focussed approach - will help children understand their difficulties, take responsibility for them and plan, practice and evaluate ways of tackling them. This is particularly useful when children need to be empowered and take control of and responsibility for their own decisions.
- Transactional Analysis - can help children to understand and move away from the 'roles' that they play in different situations (for example the victim, the bully, the helpless loser, the rescuer and pacifier) and come to a clearer understanding of their true selves.
- Art therapy - used to aid the process of expression. This can help children access certain feelings as well as come to a deeper understanding of them.

## Referral

Class teachers, the Well-being Leads, SEN Coordinator and senior leadership team will regularly meet to discuss who may benefit from individual (or sometimes small group) support. If it is considered that this kind of support would be a positive option, parents or carers will be contacted (in person or via a phone conversation) to discuss the possibility.

If a parent feels that their child would benefit from Well-being sessions, the first step would be to discuss any concerns with the class teacher.

The class teacher would then either initially offer advice and/or put in support within the classroom or make a referral.

### Communication and Record Keeping

All sessions will follow the confidentiality policy which states that the contents of the sessions will be shared with no one and only general details may be taken to supervision sessions. If it is deemed important to share particular information with anyone outside the well-being room, this must be discussed with the 'client' prior to any sharing of information.

Whilst keeping in line with the confidentiality policy, there may be reports to class teachers and parents/carers on the types of issues that are arising and any good practice that may be incorporated into behaviour management to support the child. Within the sessions, many children will be discussing and agreeing on plans for change and support which are aimed at creating more positive experiences for children within and outside school. These plans will also be shared with teachers and parents/carers as appropriate.