



# What does ELSA look like in the classroom?

## Mental Health and Wellbeing

At Oreston Community Academy, we aim to promote positive mental health for every member of our staff and pupils. We pursue this aim using workplace practices, universal, whole school approaches, including a non-punitive approach to Behaviour Recovery and specialised, targeted approaches aimed at vulnerable pupils. In addition to promoting positive mental health, we aim to recognise and respond to mental health difficulties through personalised support, group work and supportive activities.

**Plan, Do, Review Cycle at each Phase**

### Phase 1 – Teacher Lead

- Child discussions
- Meetings with parents or carers
- Record of triggers and correspondence with parents – log on CPOMS
- Conversations with other staff and previous teacher
- Refer to wellbeing policy
- Jigsaw lessons resources
- Wellbeing delivery
- ABCC chart to be completed and analysed
- Consistent use of behaviour policy and expectations

### Phase 2 – Teacher Lead

- SENCO /Inclusion Lead Consultation
- Specialised CPD
- Group Surgery / Consultation with EP
- Revisit areas of jigsaw
- Plans in place to support behaviour
- Resources put in place to support child e.g. visual timetables, home communication book

### Phase 3

- Review meeting with parents
- Conversation between teacher and ELSA Leads
- ELSA sessions weekly
- Resources and Support from online:
  - [www.youngminds.org.uk](http://www.youngminds.org.uk)
  - [www.minded.org.uk](http://www.minded.org.uk)
  - [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

### Phase 4

- External Agency Support e.g. MAST
- Referral to CAMHS
- Discussion with School Nurse
- Referral to Educational Psychologist

### Phase 5

- Multi agency involvement
- TAM