

### **Pastoral Support**

Pastoral support at Woodside School focuses on helping children feel safe, understood and ready to learn. It includes building strong relationships, supporting pupils through social or emotional challenges and promoting positive behaviour and well-being. Staff work closely with families, provide targeted interventions when needed and create an environment where every child feels valued. The aim is to ensure pupils can thrive both academically and personally as they grow in confidence and independence.

### **TLG (Transforming Lives for Good) Mentors**

We are fortunate to have dedicated 1:1 learning mentors in school through our partnership with TLG (Transforming Lives for Good) and King's Church. Each mentor works with an individual child for an hour every week, offering consistent emotional support, encouragement and a safe space to talk. Through positive role-modelling, goal-setting and tailored activities, they help pupils build confidence, resilience, and improved engagement in school. This trusted relationship provides an additional layer of pastoral care that helps children feel valued and supported in their personal and academic journey.

### **ELSA**

We provide ELSA (Emotional Literacy Support Assistant) sessions in both lower and upper Key Stage 2 to help children develop their emotional understanding and wellbeing. These small-group sessions run once a week and offer a supportive space where pupils can explore feelings, learn coping strategies, build resilience, and develop positive social skills. Through structured activities and guided conversations, the ELSA programme helps children feel more confident, better equipped to manage challenges and more engaged in their learning.

### **School Learning Mentor**

We are very privileged to be able to provide dedicated support for our Year 6 pupils through our volunteer and school learning mentor, who works with them using physical activities and team-based challenges. This active, practical approach helps pupils develop key skills such as teamwork, negotiation, collaboration and conflict resolution. By building strong relationships and learning how to work effectively with others, pupils gain confidence and essential social skills that prepare them for the transition to secondary school.

### **Wobble Club**

We offer a twice-weekly lunchtime 'Wobble Club' providing children with a calm, supportive space to talk about any worries- whether personal, friendship-related or academic. The club is especially helpful for pupils with anxiety, giving them a safe and welcoming environment to share concerns at their own pace. Children can choose to talk with an adult or simply take part in soothing activities such as colouring and drawing. It is a well-attended provision that helps pupils feel heard, supported and ready to return to their learning with greater confidence.

### **Soft Start**

We run a morning provision called 'Soft Start' for selected pupils who find the transition into school challenging. Running from 8:35am to 9:00am, it offers a calm, low-pressure start to the day that helps children settle and feel ready to learn. Taking place in our Hideout Zone, the session allows pupils to engage in gentle activities such as talking, games or simple tasks that ease them into the school routine. This supportive environment helps reduce morning anxiety and ensures pupils begin their day feeling secure, prepared and positive.

### **Zones of Regulation**

At Woodside, we use the 'Zones of Regulation' to help children understand and manage their emotions throughout the day. The Zones- blue, green, yellow and red- are displayed around the school and form a shared language that everyone uses to talk about feelings and behaviour. Because pupils and staff are very familiar with the zones, children are able to recognise how they are feeling, identify what zone they are in and choose appropriate strategies to help them regulate. This consistent approach supports emotional awareness, self-management and positive behaviour across the whole school community.

### **Wellbeing Ambassadors**

Our Wellbeing Ambassadors are an important part of our wider pupil leadership team, helping to promote positive mental health across the school. They support the organisation of whole-school events and even deliver assemblies to raise awareness of wellbeing. During Children's Mental Health Week, they lead activities such as karaoke and a photo booth to encourage fun, connection and confidence. In previous years, they have also organised initiatives like Walk a Mile for Mental Health and contributed to activities during Anti-Bullying Week. Their role helps strengthen our school community and ensures pupil voice remains at the heart of our wellbeing work.

## **World Mental Health Day and Children's Mental Health Week**

Each year, we celebrate the importance of looking after our mental health by recognising both World Mental Health Day and Children's Mental Health Week. On World Mental Health Day, pupils join mixed-age group classes to take part in fun 'getting to know you' activities designed to strengthen relationships across year groups. Staff also collaborate to create a video showcasing the hobbies and activities they enjoy in their spare time- such as baking, sewing, exercising, singing or spending time with family- to model positive wellbeing habits. During Children's Mental Health Week, each year group studies a chosen book, such as Have You Filled a Bucket Today?, What's Worrying You? or The Boy, the Mole, the Fox and the Horse, and completes related activities. Pupils also take part in a fun physical activity and come together for a final assembly to share their learning and reflect on their chosen book.

### **Lunchtime**

At lunchtime, we provide a quieter dining area for pupils who may feel anxious in busy spaces, giving them a calm and comfortable place to eat. Our trained playground leaders help create a positive play environment by organising games and equipment and offering friendly peer-to-peer help when needed. We also offer a range of free, teacher-led lunchtime clubs throughout the year- such as running club, Lego, arts and crafts, computing, ukulele, board games and chess- which give children additional opportunities to explore their interests, build confidence and enjoy purposeful activities during the school day.

### **Mental Health Support Team**

We work closely with the Bucks Mental Health Support Team (MHST), meeting with them once every half term to review pupil needs and discuss how best to support both children and families. The MHST regularly delivers workshops tailored to the needs of our pupils, such as Team of Life, which helps children recognise their strengths, supportive relationships, and personal 'teammates' to build social resilience. They also run transition workshops for Year 3 and Year 6, both in small groups and as whole-year sessions, as well as Feelings Detectives- a programme designed to support children with social communication challenges, interaction difficulties and anxiety. In addition, the team has delivered Zones of Regulation workshops to help pupils develop emotional awareness and self-regulation strategies. The MHST also supports our school community by attending parents' evenings to offer guidance and share practical advice with families on how to best support their children's mental health and wellbeing.

### **Stormbreak**

Stormbreak is a wellbeing approach used in classrooms to give children short, movement-based 'brain breaks' that support their mental and emotional health.

Stormbreak activities are simple, quick movement sessions designed to help pupils regulate, refocus, and develop key skills linked to resilience, self-care, relationships, self-worth and hope and optimism. They are woven into the school day and help children recognise and respond to their feelings through guided, playful movement. These activities aim to improve both physical and mental wellbeing, creating calmer, more positive learning environments and supporting children to develop lifelong coping strategies.

### **OT Club/ sensory circuits**

Some of our adults run sensory circuits and Occupational Therapy interventions which are short, structured sessions of movement activities designed to help children regulate their sensory systems so they are calm, focused and ready to learn. These circuits provide controlled sensory input- such as vestibular (movement and balance) and proprioceptive (body awareness) stimulation- which helps children reach the "just right" level of alertness needed for classroom learning. They are especially helpful for pupils with sensory processing differences, autism, ADHD, or anxiety but benefit all children by improving focus, self-regulation, emotional wellbeing and motor skills. Some of our pupils access sensory circuits at the start of the day with others using them when needed to reduce restlessness or overwhelm.

### **Daily Mile**

We have a daily mile track around our school field, and children are taken out during the school day to complete the daily mile. We know that regular physical activity supports both physical health and mental wellbeing, helping pupils to refocus, regulate and improve their readiness for learning. The daily mile is inclusive, non-competitive and encourages children to develop positive, active habits that benefit their overall wellbeing.