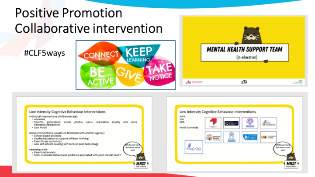
# **Mental Health and Wellbeing; creating a supportive culture in our classrooms**

*Mental Health and Wellbeing awareness and promotion are an important feature of our work this year. Supporting students in these areas has been made ever-more paramount throughout the pandemic. This session will focus on collaborative problem solving around a shared case study of a learner experiencing disadvantage, Alisha. For Alisha, her mental health and wellbeing is a barrier to her education. Collaboratively we will discuss how we could and should support learners like Alisha in our classrooms.*

**Key slides:**



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| **Notes made during introduction** |

**Case study**

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| Sampson   * Calm, pleasant, confident * No identified SEND * GDS reading, writing and maths, loved mathematical problem solving.   Years 5&6:   * Angered easily. * Outspoken - loud outbursts. * Found problem solving increasingly difficult, did not want to reason. Wanted right/wrong. * Refused to write. Would type. * Behaviour incidents. * Family where males did not talk about feelings. * Withdrawn, head down, hoody up. |

**Reading /Lone Journal reflection task (5 minutes)**

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| **Read the above case study having heard about it from colleagues. Reflection task (5 minutes)**  **What are their barriers to positive MH&W?**  **What could be done to support these students to ensure positive MH is promoted?** |

**Breakout rooms – sharing barriers/solutions (8 minutes) What barriers and solutions have you discussed?**

*Add to your list and notes above considering the views of others.*

**Coming back together for feedback/next questions (5 minutes)**

*Add to your list and notes above considering the views of others.*

**Breakout rooms – sharing solutions and ideas (10 minutes)**

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| Think about a child you know who is experiencing, or might experience similar barriers to positive mental health and wellbeing as the students discussed today   * What could you do differently to support positive mental health and wellbeing   Notes: |

**Chat feedback and next steps together ‘compelling action’ (2 mins)**

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| *Add to your list and notes above considering the views of others. List below what you will now do in your practice as a result of this discussion:* |