

## Social, Emotional, and Wellbeing

### What you might see:

You might see a child who:

worries frequently about everyday activities.

becomes upset when separating from parents or carers.

avoids school, lessons or particular activities and withdraws from peers during social times.

shows negative thinking patterns or expects the worst to happen.

struggles with perfectionism and avoids tasks for fear of making mistakes.

becomes very quiet or still when overwhelmed.

appears to stare into space or stop mid-task.

finds it difficult to respond to instructions when anxious.

## Internal Responses

### What you can try:

Reflective question: Before applying the strategies below, consider, 'what might this behaviour be communicating about their social development needs?'

- Schedule regular one-to-one or small group check-ins with a trusted adult.
- Help pupils name their feelings and identify triggers for anxiety.
- Teach strategies to manage worries, such as breathing or grounding techniques.
- Use cognitive behavioural strategies to help challenge unhelpful thoughts.
- Support pupils to gradually face situations they find difficult through careful planning.
- Create a personalised support plan identifying triggers, early warning signs and helpful coping strategies.
- Provide access to a quiet or safe space when they need time to regulate.
- Maintain predictable routines and clear expectations.
- Offer support from trained staff such as ELSAs.
- Refer to the Birmingham Educational Psychology Barriers to Attendance toolkit where attendance is affected.