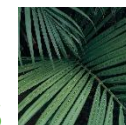




# A graduated approach to well-being in the Early Years



Getting advice – getting help – getting more help – getting risk support

| Children                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Internal                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                      | External                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                              |
| Universal                                                                                                                                                                                                                                                                                                                                                                                                                                                | Early support                                                                                                                                                                                                                                                                                                                                                                                        | Targeted                                                                                                                                                                                                                                                                                                                                                                        | Specialist                                                                                                                                                                                                                   |
| <p>Calm atmosphere<br/>Unique child<br/>Positive relationships<br/>Enabling environments<br/>Parents as partners<br/>Role of the key person<br/>Self-regulation<br/>Emotion coaching approach<br/>Create a calm corner/zone<br/>Healthy child/healthy diet<br/>Use of outdoor spaces<br/>Curriculum based on the child<br/>PE curriculum</p> <p>Use</p>  <p>model</p> | <p>Sensory breaks<br/>Sensory area<br/>Individual timetable<br/>Action plans<br/>Adapted curriculum<br/>Meetings with parents<br/>Support plans<br/>Emotional support (Monkey Bob training and resources)<br/>Soft starts</p> <p>Use</p>  <p>model</p> <p>Follow assessment cycle – assess, plan, do, review</p> | <p>Nurture pathway<br/>EHAT assessment<br/>Level 2 panel<br/>Children's Centre interventions – Invest in Play, Chatterbox, Let's Get Ready)<br/>Community Nursery Nurse, School Nurse<br/>Home Start</p> <p>Use</p>  <p>model</p> <p>Follow assessment cycle – assess, plan, do, review</p> | <p>Educational Psychologist<br/>CAMHS referral<br/>Butterflies group<br/>Review action plans with targets and advice from professionals</p> <p>Use PERMA model</p> <p>Follow assessment cycle – assess, plan, do, review</p> |

## Wellbeing area

## Ideas

## Inspiration

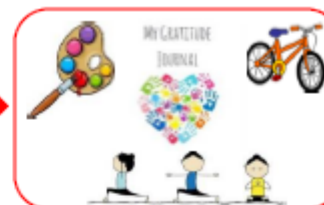
### Positive emotion

Spending time on positive experiences that can help with; happiness, self-esteem, feelings of satisfaction & gratefulness.

**Enjoyment:** Hobbies

**Relaxation:** Calming activities

**Gratefulness:** Gratitude jar



### Engagement

Applying your strengths to a task and allowing yourself to become immersed.

**Character based:** being organised, being kind

**Skill based:** sport, playing an instrument, craft



### Relationships

Positive connections with others; in person or virtually.

**Spread positivity:** Acts of kindness for someone else

**Virtual:** Zoom/skype call, quiz, games night

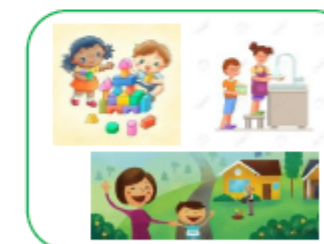


### Meaning

Finding a purpose. An action contributing to a larger goal or something outside of yourself e.g. community, family, friends.

**Community:** helping with shopping, speak to a neighbour

**Family:** playing with a sibling, helping at home



### Achievement

Experiencing a sense of accomplishment and managing setbacks. Achieving goals, no matter how small.

**Small steps:** Making creations using Lego or playdoh, exercise, reading a story



Created by Bethany Jackson (Trainee Educational Psychologist) for Gloucestershire Educational Psychology Service