**Building Wellbeing Plan**

Setting: Date Completed:

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
|  |  | Support for children |  |  |  |  |  | Organisational issues |  |
| **Area** | **Teach social and emotional skills, attitudes and values** | **Promote social interaction and sense of belonging** | **Promote pupil self-esteem, independence, self-regulated[[1]](#footnote-1) learning and identity** | **Provide support to regulate emotions** | **Promote positive/alternative behaviours and reduce negative behaviours** |  | **Involvement of parents/**  **carers/**  **families** | **Support for staff** | **Record keeping and monitoring** |
|  | **1** | **2** | **3** | **4** | **5** |  | **A** | **B** | **C** |
| **Personalised**  (For children with a high level of SEN) |  |  |  |  |  |  |  |  |  |
| **Targeted**  (For children with emerging/low level SEN) |  |  |  |  |  |  |  |  |  |
| **Universal**  (For all children) |  |  |  |  |  |  |  |  |  |

1. See consultation re: new Early Learning Goals, due to be implemented Sept 2021- [EYFS reforms consultation](https://consult.education.gov.uk/early-years-quality-outcomes/early-years-foundation-stage-reforms/supporting_documents/EYFS%20reforms%20consultation.pdf) [↑](#footnote-ref-1)