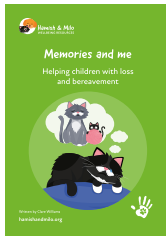
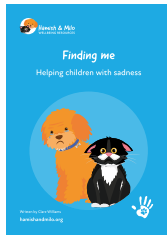




Hamish & Milo Wellbeing Resources

A comprehensive emotions curriculum and range of SEMH intervention programmes, impact reporting dashboard and training to help support children's social and emotional wellbeing.



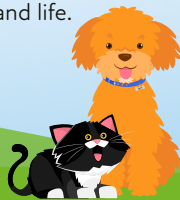
Wellbeing resources to help primary-aged children thrive in life and learning

Hamish & Milo is a comprehensive emotions curriculum to enhance PSHE and a range of SEMH intervention programmes for primary-aged children, providing an explicit framework for pastoral staff, giving children a voice and the emotional literacy skills to thrive.

Our resources are designed to support pastoral staff, in every way, and provide targeted intervention for children with social, emotional and mental health needs.

The programmes provide opportunities for children to explore situations and experiences that happen in their lives and the complexity of feelings that impact on emotional health in weekly sessions consisting of activities and discussion over a 10 week period or a term.

These programmes will give children the confidence to think about, explore and express their feelings and help them to develop ways to manage them. Our programmes teach and embed transferable emotional literacy skills that are vital in both class and life.



The complete wellbeing programme includes all ten emotion theme packs; friendship, resilience, anxiety, diversity, strong emotions and anger, change and transition, conflict resolution, loss and bereavement, sadness and self-esteem and provides the framework, content and language for courageous conversations about mental health and emotions.

Cost-effective investment in child wellbeing

Our programmes are reusable resources that cost just pence per child. Our wellbeing interventions increase emotional regulation and positively influence educational engagement, reduce exclusions and improve both wellbeing and attendance.

[Read our school stories](#)

“We have never really found anything before Hamish & Milo that is bespoke enough and where we can see this level of impact. We now have developed the role of our support staff to be able to deliver this across the school and to do more of this work.”

Lee Bell, Headteacher, Saltersgate Infant School, Doncaster, South Yorkshire

Everything you need is included in our complete time-saving programme

The programme provides everything pastoral staff need providing the language and detailed content for courageous conversations, facilitated activities and discussion about mental health and emotions.

Our programme truly supports the adults leading the programme to have confidence in supporting children with more difficult emotional content as a trauma-informed and attachment-aware approach.

'A programme in a box' is how it has been described. Each 10-week emotion theme pack has everything needed including practical reusable session plans.

Sessions plans are in a consistent format including a welcome activity, an insight section giving the adult cues for the psycho-educational content, a creative main activity to engage and scaffold the learning experience and a reflective end to each session enabling personal reflection and growth.

It is versatile even for less-experienced staff and being used in 1-2-1, small group and whole classes across the primary age range.

- ✔ Practical, reusable explicit session plan cards and guidance booklets
- ✔ Child wellbeing profiles and digital tools for planning and measuring impact
- ✔ Parent/carer information booklets to support a collaborative approach
- ✔ Beautiful wellbeing journals for the children
- ✔ A range of motivational stickers and certificates
- ✔ Sock puppet pet craft kits
- ✔ Training and supervision options for pastoral staff support



[More on pack contents](#)

“The resource is totally child and teacher friendly. You can tell it’s designed by a teacher for teachers or facilitators as it has all the resources and supporting materials you need.”

Chloe Ellis, Hazlehurst Community Primary School, Lancashire

Emotion themes in our programme

Our complete wellbeing programme consists of ten different packs on key emotional themes to support children's emotional development, emotional regulation and resilience.



Actions, words and me – Helping children with conflict resolution

Our conflict pack helps children to understand what conflict is, how it affects them and how to use their communication skills, empathy, listening skills and assertiveness to express, resolve and repair relationships when there is rupture or disagreement.



Celebrating me – Helping children with difference and diversity

When we feel different, or that we don't belong, we can feel confused, uncertain or mixed. This pack helps children to understand their feelings and celebrate difference and diversity and to have respect for themselves and others.



Resilient me – Helping children with resilience

This pack helps children learn to express and talk about feelings, obstacles and fears to develop and grow inner strength, gain confidence in stepping out of their comfort zone and reaching for their hopes and aspirations through developing skills of persistence and problem solving.



Calm me – Helping children with Anxiety

This pack helps children to begin to understand and recognise the signs of anxiety and helps them to know they are not alone with anxious feelings. They will learn ways to express, regulate and share their thoughts so that they feel understood and able to survive through difficult times.



Finding me – Helping children with sadness

Sometimes children know what they are sad about but sometimes they don't and this can be because of deep blocked feelings inside them. In this pack we begin to look at sadness and how this can present. We help children with ways to be able to express and make sense of their feelings.





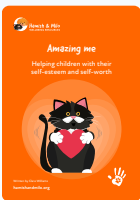
[New beginnings and me – Helping children with changes and transitions](#)

When change occurs there is anticipation and uncertainty and many children find it unsettling, worrying and sometimes painful. This pack helps children to recognise the range of feelings they have, talk about their experiences and helps them to plan for change and prepare for endings.



[Memories and me – Helping children with loss and bereavement](#)

Coping with loss and bereavement is incredibly painful. This pack helps children think about bereavement, share their thoughts and experiences in a sensitive and emotionally containing way and understand how it may affect them so that they are more aware and able to seek the support they need.



[Amazing me – Helping children with their self-esteem and self-worth](#)

Learning to appreciate, affirm and celebrate who we are is a powerful gift that every child needs and deserves. This pack helps children recognise, celebrate and value their own self-worth, to feel a sense of pride through a range of activities and opportunities to think and share experiences together.



[My friends and me – Helping children with friendships](#)

Our friendships help us to feel we belong, feel connected, happy and loved. But friendships can hurt too. Children need opportunities to talk about their friendships and the range of feelings and experiences within them and learn how to navigate the tricky times through strategies and activities.



[Exploding me – Helping children with strong emotions](#)

Anger can be a scary emotion to have but it is essential that children are given permission to feel and express it. This pack offers ideas, opportunities and activities to share thoughts and feelings as well as practical ways to help recognise the triggers and the physiological effects of anger and strong feelings to help children learn ways to express these feelings safely.

“The whole programme is exactly what’s needed for children’s wellbeing. It works out as just pence per child.”

Sandra Scott, Damers First School, Dorchester, West Dorset

What is in each emotion theme pack?

Our comprehensive wellbeing programmes come with all the time-saving resources you need for a ten-week programme, from session plans to reward stickers.

Advice and guidance booklet - outlining the rationale and philosophy, how each of the core elements of the resource work together, advice on how to run the sessions, what they consist of and the approach needed by the pastoral team.

Ten practical, reusable explicit session plans - the sessions cover a variety of activities and guided discussions in a clear format and structure that help the children to feel contained and able to engage in the programme.

Child wellbeing profiles specific to each emotional theme - an assessment and impact measure to help identify specific areas of need within core areas of a child's emotional health and development, to review progress and inform any future intervention or support.

Parent/carer booklets - to help parents and carers alongside the school to have a shared dialogue and communication about the programme, how it works and how they can support their children in the home environment.

Wellbeing journals - with positive affirmation statements throughout and space for thoughts and feelings the journals are a tool to help the children reflect on the wellbeing sessions and their learnings as they move through the 10-week programme.

Stickers - reward and motivational stickers are included and there are spaces for them in the wellbeing journal session pages. We even include special metallic stickers too!

Certificates - the perfect way to reward children for their achievements. There is one for each child on the completion of these wellbeing intervention themes.

Sock puppet craft kits with therapeutic benefits and advice card - a little about the approach of using puppets, our ideas on creating sock puppets and full craft kit!



Hamish & Milo Champions can also access our Hub to download handouts, activity templates and digital planning tools!

Why sock puppet pets?

The sock puppets are intrinsic to the delivery and approach of our programmes encouraging the children to be playful, creative and expressive and talk without fear about their feelings and experiences.

Puppets can be a wonderful tool for enabling children to think about and explore emotions and life experiences. Puppets allow children to be playful, have fun and enable them to enter into the world of imagination.

Pair that with the power of pets in providing therapeutic support, offering comfort and unconditional care, especially when life feels tough or challenging and the power of the 'sock puppet pets' became a central feature.

We know also that children can relate to and feel connected to puppets and they can be extremely powerful in helping children to feel safe to talk about difficult things without them feeling exposed or vulnerable.

Using a puppet allows a child to explore their feelings in a safe way where they may feel less exposed.

This is known as a 'distancing' technique, and gives a child the chance to explore, name and talk about feelings at a distance. This will mean they don't feel too vulnerable but still have the chance to reflect and process emotions.

The Hamish & Milo sock puppet pet craft kits include everything you need - socks, googly eyes, buttons, felt, pom-poms, pipe cleaners, ribbons and fabric glue. We even include a 'Handmade with Love' button for each puppet! The sock-puppet-making activity allows the children to be creative, imaginative and expressive and we encourage the adult to make one too!

More on sock puppets



"We have one looked after child (LAC) who is having a really hard time at the moment. He often comes in to see his puppet, even on days when we don't have the group. Yesterday he came in and he wouldn't talk to us, but he sat in his safe space and told his puppet. The eye contact between him and the sock puppet is amazing as he doesn't usually give eye contact."

Natalie Green, Byron Academy, Gillingham, Kent



Demonstrating impact

Providing qualitative intervention, as part of a graduated response, is essential to enable children to engage in learning and thrive and impact measures are vital so that progress can be measured and reviewed.

Having impact measures in place is vital so that progress can be measured and reviewed to inform future planning and signposting, but primarily so that there is evidence of improved outcomes for children. We provide resources for EHCP, SEN and PEP reviews and to capture post-programme impact in line with the Ofsted Inspection framework.

Child Wellbeing Profiles

Our primary impact measure tool is our Child Wellbeing Profiles which provide a descriptive impact framework of underlying needs and presenting behaviours, giving you a shared language and understanding of the mental health needs of individual children.

Our Child Wellbeing Profiles are unique to each emotional theme pack and are used pre and post-intervention to enable you to measure impact over time as well as inform any future intervention or support.

[More on impact measures](#)

Child's Voice Questionnaire

Capturing the child's voice is an important part of measuring the outcome of the wellbeing programmes. Children need to know that it is safe, and that it is important for them to express their view and the 'Child's Voice Questionnaire' shows the experience from the child's perspective.

Individual Child Profile Records

Record detailed information about each child; the context, background and ongoing observations. They link directly to the Child Wellbeing Profiles and can be used as a record for intervention, ongoing support, development of EHCPs or individual support plans or for signposting where children may need involvement from additional services.

Champion Planning Journals

Unique to each emotional theme pack they provide a framework to keep notes, observations and reflections about the sessions and about the children in the group for easy reference. They include a progress record for individual child progress comments.

“Every child who has taken part in the intervention programme has made progress. We can even see the children going back into class and using the strategies, so it is transferring back into class as well as during the intervention itself.”

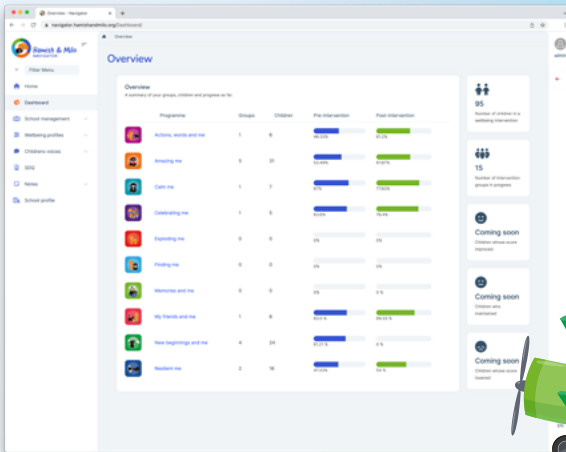
Emma Berry, Pastoral TA, Rowanfield Infant & Junior school, Gloucestershire

Navigator – Impact Reporting Dashboard

Navigator is an innovative developmental platform to assess social and emotional learning in schools, demonstrate the impact of Hamish & Milo resources and each child's journey.

Navigator is an easy-to-use, secure, cloud-platform built on Microsoft Azure that is fully GDPR compliant. Share insights, progress, shifts and changes that occur through being part of the intervention programme.

Practitioners can track progress, see trends at child, group, school and trust level, aligned to the emotion themes and provide reporting to demonstrate the impact of your SEMH interventions.

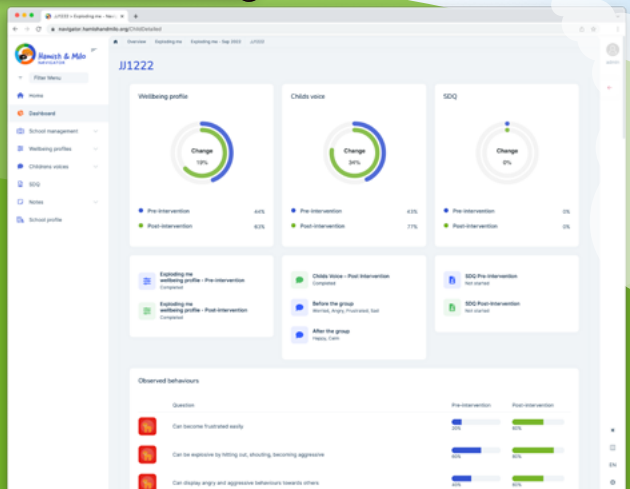


Simply complete children's digital wellbeing profiles, SDQs and child's voice then the live data can be viewed and 'drilled-down' from theme, group to child level to see impact, recorded observations and email child reports.

More on Navigator



Proud to be working with the Department of Psychology, University of Bath on a research study to gather evidence of impact on children's wellbeing.



Empower your pastoral staff

Central to the resource approach is the compassionate trusted adults facilitating the groups that actively build trust and connection with each child to allow them to feel safe, valued and heard.

We are fully committed to supporting all pastoral staff to deliver the wellbeing programmes effectively and with awareness of the complexity of children's mental health needs.

It is the genuine warmth, kindness and empathy of the pastoral staff that enables the children to feel emotionally held and special throughout the group experience. The quality of the relationship is the powerful element that makes the difference to a child's ultimate wellbeing.

We offer a range of training, support and supervision to equip staff with greater confidence to deliver the programmes effectively and with compassion, care, insight and awareness.

Our free training on how to run the sessions and the approach include:

- ✔ **Discovery sessions - free 30-minute webinars**

An overview of the rationale, approach and framework of the programme.

- ✔ **Explorer sessions - free 90-minute webinars**

These sessions look at the approach, framework and implementation in more depth, the impact measure tools and how to use the supporting resources. The Explorer sessions equip pastoral staff facilitating the intervention groups with a greater confidence to deliver the programmes effectively.

[More on training](#)



“It has really empowered our ELSAs, just giving them another level to enhance the great work they already do. It is the structure and the content that makes the difference and they can then use their own experience to develop it for our children.”

Laura Dominey, Deputy Head, Lytchett Matravers Primary School, Dorset

The programme is designed to encourage deeper conversations with children about their lives. Children need opportunities to talk about what really matters and to express their emotional experiences safely with peers and trusted adults to feel really listened to, validated and understood.

We know too that pastoral staff delivering wellbeing intervention often have to respond, contain and support children with complex and/or emerging mental health needs. Support for the adults is absolutely essential so that they are able to ‘hold steady’ and respond in ways that support the child through the situation or experience whilst being self-aware and contained themselves.

So we provide training courses for facilitating staff and supervision sessions to ensure they feel well equipped and supported.

We can also provide bespoke training to meet any unique needs, and offer Champion Package ‘bundles’ for clusters of schools, or Multi-Academy Trusts.



✔ Expedition sessions - training specific to each emotion theme

These sessions are a deep dive into each of the individual emotion theme packs and take a close look at the depth of the mental health context as well as the theme activities, approach and content so that facilitating staff are well informed and confident to support the children in their care. The Expedition sessions equip pastoral staff with a depth of awareness that children need, and the insights and psychoeducation to help children make sense of their experiences and feelings.

✔ Supervision hubs

These sessions support pastoral staff in their work with the children and group experiences. We believe it’s vital that staff feel supported and valued and can reflect with peers on their experiences, as well as review the impact of the programme. These collaborative sessions offer staff the chance to share their experiences, ask questions and gain insight and advice.

“Hamish & Milo is magical. For me as a teacher, it has changed my style. It is allowing me to empower the children and allow them to grow through the conversations and sharing of experiences through the sessions. It is becoming our emotions curriculum... These are lessons for forever, they are so powerful.”

Debbie Baty, Head of Wellbeing, Bedales Prep, Dunhurst, Hampshire

Sensation & Emotion Cards

Our unique sensation and emotion cards help children to recognise, communicate and express their feelings by developing their emotional awareness and vocabulary.

These cards enable children to begin to recognise and talk about their feelings and the experience of those feelings in their body. They help children recognise different feeling states, different facial expressions, how body language is expressed and the ‘energy’ behind a feeling.

The cards depict a huge range of emotions and with the prompt ‘**My... may look and feel...**’ each describe some of the features you may see in the facial expression, body language or physiological symptoms.

The cards can be used in a range of ways by teachers, parents, therapists, counsellors and empathic adults that spend time with children and are able to listen, talk to and help them feel understood and able to express how they feel.

Suitable for all ages and any level of language or literacy, each emotion is represented on one side as just an image and on the reverse side the image is paired with the sensations and presentation in the body.

Pack contents

- ✓ **60 Sensation & Emotion Cards**
A6 size double-sided durable cards.
- ✓ **6 Blank cards for self-expression**
A6 size, double-sided wipe clean cards with a boy and girl outline for using with wipe clean pens.
- ✓ **A guidance booklet**
12-page booklet covering the rationale, emotion coaching and 20 suggested therapeutic activities.



“One of the other factors that has been noticed through using the resource is the development of language with the children using a wider range of vocabulary.”

Sue Turtle, Senior TA, Saltersgate Infant School, Doncaster, South Yorkshire

The value of emotion coaching

Helping children to notice, recognise and begin to express how they are feeling is emotion coaching, and is vital for their emotional development and long-term mental health and wellbeing.

Much of the premise for our cards is to promote emotion coaching. Children need multiple, repeated experiences of empathic adults noticing, labelling and validating their emotions in a safe, relational way so that all feelings are acknowledged, accepted and safe to have.

This empathic engagement with a child enables a 'felt' sense of being understood and activates changes in the child's neurological system allowing them to calm down, physiologically and psychologically.

Children need this consistent experience of feeling heard and valued so they can begin to regulate themselves. This can only happen if they have had enough experience of being soothed, regulated and helped to name their emotions by empathic adults.

Once a child is calm and regulated and able to think about, reflect and then talk about their experience they can begin to link emotions to thinking and actions.

Reflectively, spending time talking together is also an invaluable element of emotion coaching, exploring what our emotions are, how they present and how we can begin to make sense of them.

These cards are an invaluable resource to help children begin to put language to sensations and emotions, to help regulate their emotional world, increase self-confidence, enable aspiration and achievement and contribute to healthier social relationships.



“The children respond so well to the activities, they don’t feel pressured, there is a real openness. The children lead the conversation and they just naturally talk about things that are happening for them.”

Vicky Webb, TA, Rowanfield Infant & Junior Schools, Gloucestershire

About our author: Clare Williams

Clare is a primary teacher and educational psychotherapist, author, speaker and advocate for children's mental health and wellbeing.

Clare has worked in primary schools, mental health and education provision and within Child and Adolescent Mental Health Services (CAMHS).

She has led on national initiatives for local authorities as the Social and Emotional Aspects of Learning (SEAL) Consultant, leading on training, curriculum implementation and development as well as the local coordination of the National PSHE CPD programme.

She was a consultant trainer for the Institute of Education, London, and a trainer for the Education Development Association at Homerton College, Cambridge, providing courses for overseas teachers.

As the manager of a multi-agency service for vulnerable children at risk of exclusion, Clare developed Thrive Education Zones, an alternative provision based on nurture principles.

Through this work she became all too aware of the impact adverse childhood experiences can have on children and their long-term mental health.

Clare was co-author and co-creator of the Jigsaw PSHE programme and author of Trauma Informed Schools UK (TISUK) Rainbow Pathway: Return to school programme, resources to support children through the experience of the pandemic. She has worked therapeutically with children and families and as a Wellbeing Therapist for Total Children's Therapy and was the Strategic Mental Health Lead and Consultant for stormbreak, a charity supported by BBC Children in Need that centres on mentally healthy movement. Clare was central in developing the mental health content within their programmes. Clare is a Senior Trainer, Consultant and Supervisor for TISUK and leads on delivery of the TISUK diploma.



Clare's passion and vision is to enrich the lives of children, to advocate for their wellbeing and provide schools and pastoral teams with quality resources to help children feel nurtured, cared about and special. Enabling children to express and understand their life experiences and feelings with adults who are compassionate, caring and able to really hear is at the heart of her approach and the founding premise for Hamish & Milo.

Resources for your wellbeing environment

Hamish & Milo provide a huge range of high quality resources to support schools in delivering their wellbeing interventions in a nurturing environment.

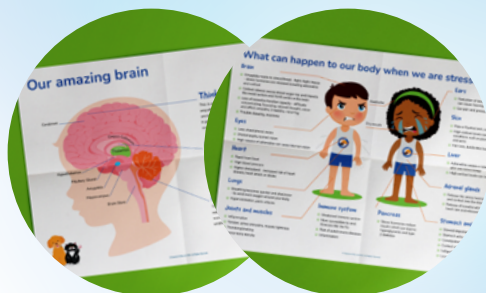


Hamish & Milo Pals

Our Hamish and Milo Pals are precious cuddly friends that help children to feel comforted, cared about and listened to. Perfect to snuggle and they are great fun too!

Posters

Our A2 posters are designed to support the theory in language children understand to reinforce the key messages from the intervention programme.



Door signs

To welcome children to your groups and ensure no interruptions!

Wall stickers

Perfect for display boards we have different designs to suit your needs.



See all our resources in our online shop, view samples, read school stories, and sign up for a free discovery session!





hamishandmilo.org

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