



## Hamish & Milo Wellbeing Programme

A comprehensive emotions curriculum and range of SEMH intervention programmes supported by evidence. Resources, training and supervision to support primary-aged children's emotional and social development backed by a robust digital platform and impact reporting dashboard.



# 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 support for children with social, emotional and mental health needs. It is versatile even for less-experienced staff and is used in 1-2-1, small group intervention and whole classes across the primary 'stage' range.

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

The complete wellbeing programme includes all 10 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.

These programmes will give children the confidence to 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 school and life.



## Trusted adults

Central to the programmes are the compassionate, trusted adults facilitating the groups that actively build trust and connection with each child, allowing them to feel safe, valued and heard.



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.

# What you have in each programme pack

In this comprehensive and complete resource, we include everything you need for each 10-week programme.

## **This guidance booklet you are reading!**

It outlines 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.

**Practical, reusable explicit session plans covering a variety of activities and guided discussions.** Sessions are in a clear consistent format and structure, including a welcome activity, an insight section giving the adult cues for the psychoeducation content, a creative main activity to engage and scaffold the learning experience and a reflective end to each session enabling personal reflection and growth.

**Child wellbeing profiles for measuring impact.** Specific to each emotional theme, our impact measure tools 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 information booklets to support a collaborative approach.**

To help parents and carers have a shared dialogue and communication about the programme, how it works and how they can support their children in the home environment.

## **Sock puppet craft kits and advice card.**

A little about the therapeutic benefits and approach of using puppets, our ideas on creating sock puppets and a full craft kit!

**Beautiful wellbeing journals for the children.** 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 learning as they move through the 10-week programme.

## **Reward and motivational stickers.**

There are spaces for them in the wellbeing journal pages and we even include special metallic stickers too!

**Certificates.** The perfect way to reward children for their achievements - there is one for each child on programme completion.



You can also access our Resource Hub to download handouts, activity templates, digital impact and planning tools! [hamishandmilo.org/hub](http://hamishandmilo.org/hub)

# The range of emotion programmes

We offer 10 different programmes covering key emotional themes to support children's SEL, emotional regulation and wellbeing.

## **Actions, words and me – Helping children with conflict resolution**

Our conflict pack helps children 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 a 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, celebrate differences and diversity and 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 and 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, and to feel a sense of pride through a range of activities and opportunities to reflect 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 and to help children learn ways to express these feelings safely.



# The theoretical context

The framework for Hamish & Milo comes from a range of theoretical contexts. The fundamental principle underpinning the entirety of the Hamish & Milo programme is that of the vital human need for 'connection and belonging.'

Our approach is built within the theoretical landscape of relational connection and the comfort and emotional safety in feeling you 'belong' as part of a social group.

Hamish & Milo is also based on attachment aware theory and the importance of early social and emotional development, as well as understanding the emotional stress that many children with SEMH needs experience and the impact on the developing child.

## Attachment & Emotional Regulation

The importance of attachment, emotional connection and co-regulation is paramount. The trusted adults facilitating our programmes set the emotional safety in how they nurture, respond and co-regulate children to feel secure, and that they matter, and are special.

## Human Needs & Development

To grow and thrive, all humans must feel safe and protected and have their basic needs met. Maslow's hierarchy of human needs includes safety, belonging and self-worth to aspire to our human potential.

## Adaptive & Social Brain

We are social beings and how our brains grow and develop is influenced by our social environment. The brain's networks are always active and adapt to changes within our environments. Throughout our resources, we help children understand what is happening in their bodies and brains when they experience different situations, environments and emotions.

## Social Environment, Adverse & Positive Childhood Experiences

Having a sense of belonging at school, trusted adults who care for you and friendships are some of the positive childhood experiences that mitigate adverse childhood experiences and promote positive mental health and wellbeing.

## Emotional Literacy & Social Group Development

Our programmes support the development of social and emotional literacy skills important for developing a sense of self-awareness, boosting self-esteem, encouraging self-regulation, and healthy social and emotional development.





# The wellbeing approach: a group experience

The beauty of the group experience is to allow children the chance to share their experiences with others who may be feeling something similar.

This helps children to feel less alone with a problem and to have the sense of shared empathy that we can feel when we connect to another with understanding. While the group focus may be on a particular emotional issue, one of the most powerful aspects of this group experience is the sense of belonging, togetherness and connection.

It is envisioned that the groups will be of up to six children so that there is time for all children to be heard and to be able to interact and connect with each other.

The session card plans are set out as 10 sessions of approximately 40 minutes to an hour, to be led by a trusted adult in a setting. A couple of the sessions could be extended or returned to if need be, to ensure the opportunity to develop the activities and allow for the children to explore the aspects presented. The session cards outline a structure for the group and the activities which enable discussion, reflective thinking and support.

It is imperative that these sessions are run by adults who actively build trust and a strong alliance with the children so they feel emotionally safe, emotionally held and responded to with empathy, care and compassion. The sessions offer a format for containment too, so that the children know what to expect, are all able to feel heard and are encouraged to participate.

The programme uses a 'circle approach' where the children come into a room which is inviting, cosy and safe and sit in a circle. There are initial starter activities, which allow the children to say how they're feeling. The idea is to go around in a circle so that everyone has a turn while making it clear that children don't have to speak and that they can pass. Often a circle or group code can be used to set the scene of the group e.g.:

- ★ We are kind and caring to each other
- ★ We take turns to speak
- ★ We can pass if we don't want to speak sometimes
- ★ We respect each other's privacy (confidentiality)



# Why sock puppet pets?

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



Puppets are wonderful in enabling children to be playful, have fun and enter a world of imagination. We know that children can relate to and feel connected to puppets, helping them feel safe to talk about uncomfortable feelings or difficult experiences, an approach known as the 'distancing technique.'

This allows a child to explore their feelings in a safe way, at a distance without them feeling exposed, judged or vulnerable and offers a way of reflecting on and processing emotions.

The puppets as pets are significant too, as the power of our real-life pets in providing therapeutic support, offering comfort and unconditional love and care, especially when life feels tough or challenging, is immeasurable. With the children having their very own sock puppet pets they feel loved and less alone and have the comfort of their own puppet friend.

Inside your sock puppet pet craft kits is everything you need from socks to a 'Handmade with Love' button for every puppet! The sock-puppet-making activity allows the children to be creative, imaginative and expressive and we encourage the adult to make one too!



## Creative puppet-making activity

# Session plans: content structure

Each session starts with a welcome and check-in. It's a chance for children to say how they are, and to feel listened to, welcomed and special from the outset.

We suggest that this is done with the sock puppets. It is a chance to gauge how they are feeling, to notice and to reassure.

The session is then structured as follows:

## Focus moment

This part of the session is to bring to the children's attention the main focus of the session and to help them begin to think about some of the key elements of the topic. It is done as a starter activity to stimulate thoughts and ideas.



## Insight focus

This section aims to give the adults key aspects of psychoeducation or areas to focus on to help the children think and learn about. It helps to guide discussion and helps the children to understand a particular concept.

## Activity

The children are then involved in a creative and expressive activity which enables thought processing and insight through the learning process. Creativity is a gift in helping children to think and gain self-awareness.

## Reflection

At the end of each session, there is an opportunity for the children to share their thoughts. It allows them to say what they have enjoyed, what thoughts they may have had that have changed or surprised them or how they feel. It is aimed at being self-reflective but also allows the group to think and reflect together.

## Compass emotional literacy skills profile tool

Compass is a tool and checklist to identify individual child strengths and areas of need. Compass provides a scoring checklist and bespoke scoring system to signpost towards the best Hamish & Milo Wellbeing programme for a child to join to best support their social and emotional development.



# Wellbeing journal

An integral part of this resource is the wellbeing journal, which encourages children to be reflective, to celebrate who they are and to recognise what makes them special and unique.

Our very special Hamish & Milo wellbeing journals give the children the chance to celebrate who they are and to build their self-esteem. They provide the opportunity to reflect on the wellbeing sessions as they move through the 10-week programme.

Our wellbeing journals focus on:

- ★ affirmations to help children develop self-awareness and celebrate who they are,
- ★ reflections about their experiences and learning,
- ★ recognition of their achievements,
- ★ awareness of how they are feeling,
- ★ celebrating and taking pride in themselves.

Inside, the children can write and draw about themselves, their families and their pets. They can write their reflections and feelings, as well as some fun elements, such as their favourite animal and a sock puppet profile!

They have positive affirmation statements throughout and spaces for their stickers!



We even include our own star emoji feelings scale!



# Demonstrating impact

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

Understanding the emotional wellbeing and mental health needs of children is at the core of our programme and we provide the tools to help you identify the presenting behaviours to help you better understand the children's underlying needs.

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 and ISI Inspection frameworks. Our tools for measuring impact are printed and online to ensure we cater for all needs, and include:

- ★ Child Wellbeing Profiles
- ★ Child's Voice Questionnaires
- ★ Individual Child Profile Records
- ★ Champion Planning Journals



## Child's Voice Questionnaire

Children need to know that it is safe and that it's important for them to express their views, share their thoughts and feelings and reflect on their experiences. Our Child's Voice Questionnaire shows the experience and progress 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 that highlight presenting behaviours and can be used as a record for intervention, ongoing support, development of EHCPs or individual support plans or for signposting.



## Champion Planning Journals

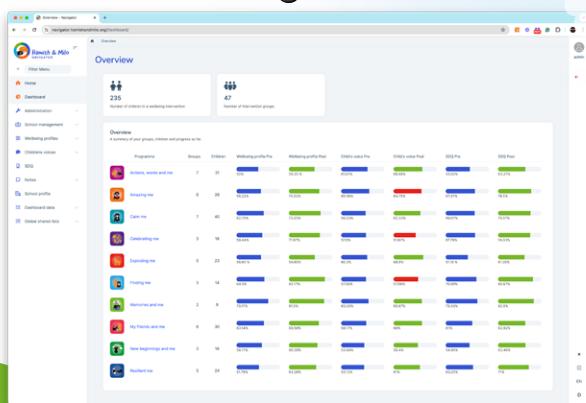
Unique to each emotional theme pack they provide a framework to keep notes, observations and reflections about the sessions and about the children in the group for easy reference. They include a progress record for individual child progress comments.



Navigator Impact Reporting Dashboard

Navigator provides practitioners with live, interactive data to demonstrate the impact of the interventions.

Track progress, and see trends at child, group, school and trust levels, aligned to the emotion themes for reporting. Drill down from theme, group, to child level to see micro-impact, recorded observations and email child reports.



For more information visit  
[hamishandmilo.org/navigator](http://hamishandmilo.org/navigator)

## Safeguarding

The nature of the intervention is to enable children to talk about and share their experiences and emotions and to explore some of the complexities around the feelings they have.

We recognise that many of the themes cover sensitive topics and enabling children to think and reflect on their own experiences is an intrinsic part of the activities.

It is important to say at this point that this approach is aimed at providing some focused intervention and support for children. It is not a 'fix-all' approach but a way to begin helping children to think about, talk about and feel heard through their experiences.

As the groups will be led by empathic adults attuned to the children, it will allow them to feel safe to talk about and express their emotions and experiences. These are the people the children trust to talk to about things that are more sensitive or personal.

While the programme may be enough to hold the child emotionally and help them move through some uncomfortable feelings to a point where they are managing and enjoying life more, it may be that further intervention work or signposting is needed.

During the group sessions, it may become apparent that a child needs additional one-to-one time with an empathic adult to follow up on some of the discussion. This needs careful consideration by the mental health lead and pastoral team as part of a holistic and targeted approach.

It is essential that there are clear safeguarding protocols and procedures in place and that mental health champions and designated safeguarding leads are made aware of any concerns or situations that may arise.

The safety and welfare of all children is paramount and needs to be monitored and followed through the specific channels and services.



# Training and supervision

We are committed to supporting all pastoral staff and mental health leads to deliver our wellbeing programmes, so we have created a range of 'Champion training' on the approach and implementation.

## ★ Explorer sessions - free 90-minute webinars

These sessions look at the approach, framework, impact measurement tools and how to use all the programme resources. Explorer sessions equip pastoral staff with the confidence and conviction to deliver the programmes effectively with insight and awareness.

## ★ Expedition sessions - training specific to each emotion theme

These sessions are a deep dive into each emotion theme pack and provide an in-depth look at the mental health context, activities, approach, psychoeducation and content so that facilitating staff are well-informed and confident to help children make sense of their experiences and feelings.

## ★ Supervision hubs

We believe it's vital that staff feel supported and valued and can reflect with peers on their experiences and review the programme impact so we offer supervision hubs. These collaborative sessions support pastoral staff in their work with the children and enable them to share their experiences, ask questions and gain insight and advice.

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

## Hamish & Milo Voyager - Five day Accredited Training

Hamish & Milo Voyager is a 'Level 3 Wellbeing in Education Award' accredited by NCFE. The course content focuses on early childhood development, social and emotional literacy and the role of the adult in the implementation of an emotions curriculum and SEMH intervention programme.

Professional development to empower staff, build confidence and to support CPD and training needs.



For more information and course dates visit [hamishandmilo.org/voyager](http://hamishandmilo.org/voyager)



### Sensation & Emotion Cards

These cards are a great way to help children put language to sensations and emotions, to help regulate their feelings and increase self-confidence. Our unique cards consist of 60 different emotions, guidance and 20 activities.



### 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.

Find out more at [hamishandmilo.org](http://hamishandmilo.org)

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