



Whole School Mental Health Provision Map

	Need:	What will support look like?	Detailed Support / Intervention:
Tier 1	<p>Universal Level Support - Pastoral response to general concerns. These concerns are categorised as short periods of feeling like they are not able to cope. These will be incidents which cause a child distress but do not seem to have a long term or lasting impact on wellbeing.</p> <p>E.g. Minor illness such as headache or feeling sick, pet death, friendship problem / conflict / argument with parents / peers, low level worry which needs reassurance such as before changes / transitions / tests, short term academic stress, there is a past history of mental health concerns and the child requires monitoring.</p>	<p>Chat with <u>any</u> member of staff the children are happy to talk to; could be the teacher, TAs, or any other member of staff. This support can be scheduled at a convenient time, non urgent. May not be logged on CPOMS, depending on the child and circumstances.</p>	<ul style="list-style-type: none"> • Listen to child and reassurance • Staff working in team are aware of issues - TAs, teachers, other teachers if they deliver lessons to the child, monitor and escalate to Tier 1 if not resolved • Clear and consistent boundaries • Positive reinforcement and praise • Positive reward systems - whole school approach • Reward chart • Celebration assembly • Teaching of calming strategies and mindfulness through My Happy Mind and PSHE lessons • Opportunities for team building • Displays show strategies for resilience and growth mindset • Adaptations to class layout • Emotions cards • Structured class routines • Mental Health & Wellbeing ambassadors • Worry box / opportunities to share concerns / worries • Specific behavior skills taught e.g. apologising • Time spent nurturing good relationships • Strategies for independent working taught and modeled • Buddy system • Agreed visual symbol when pupil is distressed or not coping • Personalised workstation or equipment • Meet and Greet at start of the day
Tier 2	<p>Universal Level Support - Response to low level incidences and concerns These concerns are categorised as those which are longer term and are beginning to impact on the welfare and academic progress of the child.</p> <p>E.g. Sustained periods (or a series of short periods) of not feeling able to cope / low mood. Long term and repetitive friendship problems (over a term or more without resolution). More significant anxiety in class or supporting a specific element of school / home life despite support from teacher / TA. Divorce of parents. Bereavement of extended family members (not immediate). Emotional response to an upsetting event which causes a period of distress but which does not cause a specific safeguarding concern.</p>	<p>They might need support at that moment or at a scheduled time. Support should be given by particular staff such as Learning Mentors, ELSA or a trusted adult the child has a strong relationship with. Specific staff to advise teacher / TA on how to continue to support in class. SENDCO may be involved. To be recorded on CPOMS.</p>	<ul style="list-style-type: none"> • Ensure teacher and TA are aware of concerns and are able to monitor • Concerns logged on CPOMS and shared with relevant staff including SLT • Teacher to contact parent to discuss concerns • Direct support from Pastoral Team/ELSA, either short or long term (parents to be informed of any direct support by class teacher) • Home school communication (diary/emails/calls) • Consultation with SENDCO and teacher • Lunchtime support - access to hub Clubs • Visual prompts • Agreed areas for timeout/breakout area • Arranged times to speak to key adults • Low key tasks given with increased structure and predictability when needed • Visual for expressing emotion e.g. 5 point scale, volcano, traffic lights • If concerns continue, or increase in severity, move up to Tier 2, if incident is managed or reduces, consider moving down to Tier 0 <p><u>Specific group interventions on:</u></p> <ul style="list-style-type: none"> • Building resilience • Social and friendship skills • Mentoring • Lego therapy • Mindfulness
Tier 3	<p>Targeted Support - Planned interventions in school to address mental health concerns A sustained concern which is affecting the wellbeing and possibly academic progress of the</p>	<p>As with Tier 1, which is further supported by external agencies (either local or</p>	<ul style="list-style-type: none"> • Pastoral Team or SLT to contact parents • Concerns logged on CPOMS • In school support / interventions with member of pastoral team whilst considering or awaiting external agency support

	<p>pupil. These could be long term concerns over anxiety, mental</p>	<p>national). Mental Health Support Team -</p>	<ul style="list-style-type: none"> External agency referrals to be considered by SENCO / SLT / Pastoral Team (see below/directory)
	<p>health or depression or a response to an incident graded at Tier 2</p> <p>E.g. Persistent low mood / ongoing emotional regulation difficulties / anxiety. Attachment difficulties and triggered responses. Bereavement of an immediate family member. Historic abuse which causes legacy mental health. Distress. Self harm. Suspected eating disorder. Risky behavior. Questioning gender identity or sexual orientation.</p>	<p>Referral to be made by Claire Reid or parent to access 1:1 or group support such as Worry Warriors, Rocky's Resilience, Feelings Detectives, transition support, 1:1 therapy, parent training</p>	<ul style="list-style-type: none"> TA/Teacher responsibility to monitor and report any concerns immediately through CPOMS Support for family through TAF Risk assessment / support plan in place Specific apps used related to mental health <p><u>Specific 1:1 interventions on:</u></p> <ul style="list-style-type: none"> Mentoring Lego Therapy Social and friendship skills Emotional Literacy (ELSA) Anger Anxiety Emotional Awareness Managing Emotions Bereavement Self Esteem <p><u>Support, guidance, referral and targeting setting from outside agencies:</u></p> <ul style="list-style-type: none"> Healthy Young Minds Educational Psychologist Mental Health Support Team School Nurse See directory for specific agencies
<p>Tier 4</p>	<p>Personalised Support - Professional referral to high level mental health concerns</p> <p>Serious and possibly life-threatening incidents which require professional intervention outside of school</p> <p>E.g. School refusal as a result of persistent low mood / ongoing emotional regulation difficulties / anxiety. Diagnosed anxiety disorder or depression. Disclosure of incidents of witnessed Domestic Abuse (Physical, Emotional, Sexual Abuse, Neglect). Disclosure of direct abuse, sustained self harm, suicide ideation or attempts.</p>	<p>Intervention is required from external agencies with specific skills in counseling and therapy. School staff follow advice and support in school. Pupils can be very vulnerable when intervention comes to an end. Referral to CAMHS for personalised 1:1 support. Safeguarding Lead and Deputy should be aware, as well as SLT and SENDCO</p>	<ul style="list-style-type: none"> Direct immediate support from Pastoral Team members or SLT if a concern becomes apparent in school, removing the child to a safe place in the school building to speak to an adult, Safeguarding Lead to consider appropriacy of contacting parents as soon as possible if incident occurs during school day (not waiting until end of school day) If a disclosure is made, staff to follow Safeguarding policy Safeguarding Lead to consider consultation with Social Services (iArt) as appropriate Following any incidents, Safeguarding Lead to consider a risk assessment on basis of safeguarding for suitability of child to be in school and consider positive handling plan with parents SLT to consider reduced timetable, if appropriate in agreement with parents Work in tandem with external professionals to support the pupil through school-based support detailed in tier 2