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**Federation of Darley and Summerbridge Primary Schools**

**Mental Health and Wellbeing Provision Map**

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| **Tier 0: Universal Level Support – 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. | | |
| **What are the concerns?**  Examples include:   * Minor illness such as headache or feeling sick * Feeling homesick or missing a family member * Pet death * Friendship difficulties/conflict/argument * Low level worry which needs reassurance such as before transitions/assessments/etc * Short-term academic stress * A history of mental health problems and the child requires monitoring | **Who should deal with this?**   * Class teachers/teaching assistants who work most closely with the child * Playground supervisors | **What is our response?**   * Listen to the child and reassure them. * Minor classroom adaptations such as changing seating to be closer to the teacher/a friend; having a comfort item nearby; alternative activities as required. * Staff to support and monitor the situation. * If situation is not resolved, then move to Tier 1. * In case of minor illness, staff to monitor and refer to First Aid training to make a decision about whether the child should stay in school or go home. |
| **Tier 1: Universal Level Support – response to low level incidents and concerns**  These concerns are categorised as those which are longer term and beginning to impact on the welfare and academic progress of the child. | | |
| **What are the concerns?**  Examples include:   * Sustained periods (or a series of short periods) of not feeling able to cope/low mood * Long term and repetitive friendship problems (over a half term or more without resolution) * More significant anxiety in class or surrounding a specific element of school/home life, despite support from school staff * Divorce or parental separation * Bereavement of extended family member * Emotional response to an upsetting event which causes a period of distress, but which does not cause a specific safeguarding concern. | **Who should deal with this?**   * Class teachers/teaching assistants who work most closely with the child * Other staff members in school to be made aware to provide holistic support * Where appropriate, concerns to be discussed during weekly staff briefings to increase staff awareness | **What is our response?**  As per Tier 0, plus:   * Class teacher and teaching assistants to monitor more closely. * Consider whether a safeguarding concern needs to be logged. * Class teacher to contact parents to discuss concerns. * Consult with SENCO. * If concern continues, or increases in severity, move up to Tier 2. * If concern is managed or reduced, consider moving down to Tier 0. |
| **Tier 2: 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 young person. These could be long-term concerns over anxiety, mental health or depression, or a response to an incident graded at Tier 1. | | |
| **What are the concerns?**  Examples include:   * Persistent low mood/ongoing emotional regulation difficulties/anxiety * Attachment difficulties and triggered responses * Bereavement of close family member (parent/guardian/sibling) * Historic abuse which causes legacy of mental health distress * Self-harm * Suspected eating disorder * Risky behaviour * Questioning gender identity or sexual orientation leading to any of the above (questioning gender identity or sexual orientation in itself is **not** a mental health difficulty) | **Who should deal with this?**   * Class teachers/teaching assistants who work most closely with the child * Other staff members in school to be made aware to provide holistic support * Designated Safeguarding Lead * SENCO * Senior Leadership Team | **What is our response?**  As per Tier 1, plus:   * Discuss with parents a plan to be put in place to support the child at home and at school. * Log any safeguarding concerns. * Consult SENCO (make short note – begin graduated approach). * In-school support/interventions with an appropriate member of staff. * Consider a referral to external agencies including CAMHS, Early Help, Young Carers, SEND Hub. * Maintain accurate record on child’s Scholarpack page of support being provided. |
| **Tier 3: Personalised Support – professional referral to high level mental health concerns**  Serious and possibly life-threatening incidents which require professional intervention outside of school | | |
| **What are the concerns?**  Examples include:   * School refusal as a result of persistent low mood/ongoing emotional regulation difficulties/anxiety * Diagnosed anxiety disorder or depression * Disclosure of incident of witnessed abuse (physical, emotional, sexual or neglect) * Disclosure of direct abuse (physical, emotional, sexual or neglect) * Sustained self-harm * Suicide ideation or attempts | **Who should deal with this?**   * Designated Safeguarding Lead should be notified immediately and follow safeguarding procedures | **What is our response?**  As per Tier 2, plus:   * Direct immediate support from DSL if a concern becomes apparent in school, removing the child to a safe place in the school building to talk to an adult; DSL to consider the appropriacy of contacting parents as soon as possible if an incident occurs during the day * If a disclosure is made, staff to follow safeguarding procedures * DSL to consider consultation with social services, as appropriate * Following any incident, DSL 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, and in agreement with parents; Local Authority must be informed of reduced timetable * Continue to implement graduated approach and regularly review and update SEN Support Plans, outlining additional and different provision * Work in tandem with external professionals to support student through school-based support detailed in Tier 2. |