

**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.
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| **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.
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| **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.
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| **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.
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