










*Provision Map for Mental Health*

<b>Tier 0: Class/Whole School Level Support- response to general concerns</b> <b>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.</b>		
<b>What are the possible concerns?</b> <b>(Examples listed below not exhaustive)</b>	<b>Who should deal with this?</b>	<b>What is our response?</b>
Minor illness such as headache or feeling sick Death of a pet Friendship problems/conflicts/arguments with peers Relationship problems/conflicts/arguments with siblings, parents Low level worry about change of class/tests Short term academic stress Past history of Mental Health concerns or child has been seen by ELSA and/or Mrs Taylor in past and child needs monitoring	Designated listener Class Teacher/TA Mrs Nurton and Hattie the listening Dog	<ul style="list-style-type: none"> <li>• Listen to child and reassure</li> <li>• Inform Class Teacher and monitor and report concerns to Mrs Taylor via In School Referral.</li> <li>• If issue doesn't resolve inform parents and move to tier 1.</li> <li>• In case of minor illness follow school procedure: monitor illness and inform Class teacher, call parents if child needs to go home.</li> <li>• Educating whole school on TALK</li> </ul>
<b>Tier 1: ELSA/SENDSCO Level Support- response to low level incidences and concerns</b> <b>These concerns are categorised as those which are longer term and are beginning to impact on the welfare and academic progress of the child.</b>		
<b>What are the concerns?</b> <b>(Examples listed below not exhaustive)</b>	<b>Who should deal with this?</b>	<b>What is our response?</b>
Feeling low or not able to cope for sustained periods of time or a series of short periods. Long term friendship issues that remain unresolved Significant anxiety in class or surrounding a specific element of school Divorce of parents 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.	ELSA Mrs Taylor Mrs Nurton and Hattie the listening Dog Mrs Black: Bereavement	<ul style="list-style-type: none"> <li>• Ensure Class Teacher/Designated Listener is aware of concern and to monitor in class.</li> <li>• In School Referral form to be completed and forwarded to Mrs Taylor</li> <li>• Mrs Taylor/Class Teacher to inform parents</li> <li>• ELSA or Mrs Taylor to complete initial 3-week intervention</li> <li>• Children on amber concerns on House of Worries to have one off session or to see Hattie the listening dog.</li> <li>• If concern continues or increases in severity, move up to tier 2.</li> <li>• If concern is managed or reduces, consider moving down to tier 0.</li> </ul>

Children who have highlighted 'amber' concerns on House of worries.		
<b>Tier 2: Targeted Support- planned interventions in school to address mental health concerns.</b> <b>A sustained concern which is affecting the wellbeing and possibly academic progress of the child. These could be long term concerns over anxiety, mental health or depression or a response to an incident graded at Level 2.</b>		
<b>What are the concerns?</b> <b>(Examples listed below not exhaustive)</b>	<b>Who should deal with this?</b>	<b>What is our response?</b>
Persistent low mood/ ongoing emotional regulation difficulties/anxiety Attachment difficulties and triggered responses Bereavement of close family member Historic abuse which causes legacy mental health distress Self-harm Suspected eating disorders Questioning Gender Identity or sexual orientation leading to any of the above (Questioning Gender Identity or sexual orientation itself is not a mental health difficulty)	DSL Mrs Taylor SLT DLMH	<ul style="list-style-type: none"> <li>• SLT/Mrs Taylor to contact parents</li> <li>• Interventions with Mrs Taylor whilst awaiting external agency support</li> <li>• External agency referrals to be considered by SLT/DSL/Mrs Taylor/DLMH: CAMHS (Child and Adult Mental Health Service) CMHT (Community Mental Health Team)</li> <li>• Class Teacher/Designated Listener to monitor in class and report to Mrs Taylor.</li> </ul>
<b>Tier 3: Personalised Support – professional referral to high level mental health concerns</b> <b>Serious and possibly life-threatening incidents which require professional intervention outside of school</b>		
<b>What are the concerns?</b> <b>(Examples listed below not exhaustive)</b>	<b>Who should deal with this?</b>	<b>What is our response?</b>
School refusal as a result of persistent low mood/ongoing emotional regulation difficulties/anxiety Diagnosed anxiety disorder or depression Disclosure of incident of witnessed Domestic Abuse (Physical, Emotional, Sexual abuse or Neglect) Disclosure of direct abuse (Physical, Emotional, Sexual abuse or Neglect) Sustained self-harm Suicide ideation or attempts	Report to DSL immediately	<ul style="list-style-type: none"> <li>• Direct immediate support from SLT and DSL if a concern becomes apparent in school, removing child to safe place in school building to talk to an adult: DSL to consider appropriacy of contacting parents if incident occurs during the day (not waiting for end of day)</li> <li>• If a disclosure is made, staff to follow the Safeguarding policy</li> <li>• DSL to consider consultation with social services as appropriate</li> <li>• Following any incident, DSL to consider a risk assessment in basis of safeguarding for suitability of child to be in school and consider positive handling plan with parents.</li> <li>• Work in tandem with external professionals to support child through school-based support detailed in Tier 2.</li> </ul>

Appendix 1: resources available for children

Websites for mental health and well being	What they offer	Qr codes
<a href="https://www.youngminds.org.uk/">https://www.youngminds.org.uk/</a>	Whether you want to understand more about how you're feeling and find ways to feel better, or you want to support someone who's struggling, we can help	
<a href="https://www.childline.org.uk/">https://www.childline.org.uk/</a>	<p>HOW CHILDLINE CAN HELP</p> <p>Childline offers confidential, non-judgemental support to help feel more in control and decide what you want to do next.</p> <p>We're separate from everyone in your life, and we can help you to talk to adults you trust if you want us to.</p>	
<a href="https://www.beateatingdisorders.org.uk/">https://www.beateatingdisorders.org.uk/</a>	Information and help and support for those with eating disorders	
<a href="https://www.hopeagain.org.uk/">https://www.hopeagain.org.uk/</a>	Hope Again is the youth website of <b>Cruse Bereavement Support</b> . It is a safe place where you can learn from other young people, how to cope with grief, and feel less alone.	

<a href="https://mermaidsuk.org.uk/">https://mermaidsuk.org.uk/</a>	Helping gender-diverse kids, young people and their families since 1995	
<a href="https://giveusashout.org/">https://giveusashout.org/</a>	Text: 85258 here for you 24/7	
<a href="https://switchboard.lgbt/">https://switchboard.lgbt/</a>	LGBT+ helpline	
<a href="https://www.papyrus-uk.org/">https://www.papyrus-uk.org/</a>	Uk charity dedicated to the prevention of suicide and the promotion of positive mental health and emotional wellbeing in young people.	