

Mental Health Provision Map and Pathway – A Tiered Approach - Children

Tier 0: THRIVING – Those who are thriving in school



The following are supporting mental health.

School's vision and values
Yoga
Zones of regulation
Daily check ins

Jigsaw PSHE
Forest Schools
OPAL
Relational practice
Restorative practice

Tier 1: Those whose current need is support in maintaining mental wellbeing through effective prevention and promotion strategies

These concerns are categorised as short periods of low-level concerns. They will cause a child distress for a short period of days or a few weeks

What are the concerns?	Who should deal with this?	What is our response?
<ul style="list-style-type: none"> • Minor illness as in headache or feeling sick • Low self-esteem relating to learning needing reassurance • Death of a pet • Friendship problems/conflict/arguments with parents/carers/peers • Low level worry which needs reassurance such as before changes/transitions/tests • Short term academic stress • Adjusting to a new school • Moving Home • Short-term Parental issues – unemployment/Health/Financial 	<ul style="list-style-type: none"> • Class teacher/TA • SENCo if a child is on an SEN plan 	<ul style="list-style-type: none"> • Listen to child and reassure • If issue does not resolve itself, move up to Tier 2 • In case of minor illness, Class teacher to use judgement about child trying to get through the next lesson/morning/lunch. If the child obviously needs to go home, ensure child gets to medical room and is accompanied (e.g. another child). • Contact home to collect or advise/administer medication etc • Clear and consistent boundaries • Positive reinforcement and praise • Reward system • Adaptations to seating plan so with a supportive peer • Traffic light system/time out card • Structured class routines • Discuss worries with parents and carers

Tier 2: Getting Advice (GA) - Universal level Support. Response to General Concerns

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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 well-being.

What are the concerns?	Who should deal with this?	What is our response?
<ul style="list-style-type: none"> • Continued minor illness as in headache or feeling sick • Attendance falls below 95% • Low self-esteem/ needing reassurance • Continued friendship problems/conflict/arguments with parents/carers/peers • Continued low level worry which causes behavioural changes • There is a 'past' history of Mental Health concerns and child requires monitoring • Parental issues which are causing concerns for the child – unemployment/Health/Financial • Health Conditions/diagnosis either with parents or child 	<ul style="list-style-type: none"> • Class teacher/TA • Discussions with Emotional Support Worker for ideas to use within class • SENCo where necessary 	<ul style="list-style-type: none"> • Listen to Children and reassure • Attendance officer will notify parents and offer support • Whole class support via 'Is it ok?' or a discussion within 'Reflect and talk' • Contact will be made with the child's parents to collect or advise/administer medication etc. Child may be sent home • Continue with interventions set at Tier 1 - clear and consistent boundaries; Positive reinforcement and praise; reward system • TA/ Class Teacher to support, monitor and report concerns on CPOMS • Contact parents and offer guidance and support via the school's Padlet • If issue does not resolve itself, the child will move up to Tier 3

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Tier 3: Getting Help (GH) - Universal level Support – response to low level incidences and concerns which require further support

These concerns are categorised as those which are longer term and are beginning to impact on the welfare and academic progress of the young person

What are the concerns?	Who should deal with this?	What is our response?
<ul style="list-style-type: none"> • Sustained periods (or a series of short periods) of not feeling able to cope/low mood • Attendance falls below 90% • Long term and repetitive friendship problems (over a term or more without resolution) • More significant anxiety in class or surrounding a specific element of school/home life despite support from Class teacher or TA • Young Carer/ Military • Divorce of parents - Conflict and arguments • Step-Family Issues • Bereavement of extended family member (not parent/guardian/sibling) • Emotional response to an upsetting incident which causes a period of distress but which does not cause a specific safeguarding concern • Children with 3 more 'Adverse childhood experiences'; CIN/ FSS cases; post adopted children; 	<ul style="list-style-type: none"> • A direct referral will be made to the school's Emotional Support Worker by the class teacher. The Emotional Support Worker will assess and advise which could be giving work for the class teacher/ TA/ Forest School lead to support the child • School ELSA/ESW if issues continue for a disordered amount of time and progress to level 3. • Designated Safeguarding Leads will review cases to decide the best pathway of support 	<ul style="list-style-type: none"> • Ensure ALL staff are aware of concerns for the child. • Flag as 'amber' on CPOMS and monitor situation • Attendance officer will arrange a meeting with parents and a personal support plan will be written • DSLs to hold monthly catch-up meetings to review the progress of children on 'amber watch' • Emotional Support Worker (ESW) involved • Boxall profile to be completed for the child by the class teacher • Class Teacher to contact parents to discuss concerns • Emotional Support Worker Consultation (where appropriate) • SENCo Consultation (where appropriate) • If concern continues, or increases in severity, move up to Tier 4. • If incident is managed or reduces, consider moving down to Tier 2 • A referral may be made to the Virtual school to support any child known to Children's Services

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Tier 4: Getting More Help (GMH) - Targeted Support – Planned Interventions in school to address mental health concerns

A sustained concern which is affecting the well-being 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 2 or Tier 3.

What are the concerns?	Who should deal with this?	What is our response?
<ul style="list-style-type: none"> • Persistent low mood/ongoing emotional regulation difficulties/anxiety/Anger • Attachment difficulties and triggered responses • Attendance falls below 85% • Bereavement of close family member (parents/guardian/sibling) • Experience of abuse including historical abuse • Expression of Self-harm/Suicidal thoughts • Suspected eating disorders • Begins to exhibit risky behaviour – bringing vapes/ knives • Questioning gender identify or sexual orientation leading to any of the above (Questioning gender identity/sexual orientation itself is not a mental health difficulty). • In care/ fostered • Children with a Child Protection (CP) plan • Risk of exclusion from school • Suspected cultural issues (FGM; arranged marriage) 	<ul style="list-style-type: none"> • Emotional Support Worker/ ELSA • Safeguarding team (and Early Help) • SENCo/ SMHL 	<ul style="list-style-type: none"> • Member of SLT to contact parents and discuss concerns • DSLs to mark as 'red' and track child on CPOMS. • Staff working with child to be made aware that child is being tracked and to monitor and report any concerns CPOMS • In-school support/interventions with the Emotional Support Worker who will provide direct Emotional Literacy work whilst considering or awaiting external agency support. • External Agency referrals to be considered by DSL, SENCo, Early Help • Consider discussion with Early Help, Community CAMHS advisor etc if concerns remain. • SEN plan written and/ or reviewed as part of APDR • Refer to the 'Emotionally Based School Avoidance (EBSA) drop-in service for advice • Open communication with the Virtual school to support any child known to Children's Services

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Tier 5: Getting Risk Support – outside specialist support – a 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?	Who should deal with this?	What is our response?
<ul style="list-style-type: none"> • School refusal as a result of persistent low mood/ongoing emotional regulation difficulties/anxieties • Diagnosed anxiety disorder or depression • FGM • Disclosure of incident of witnessed Domestic Abuse (Physical, Emotional, Sexual Abuse or Neglect) • Disclosure of abuse (Physical, Emotional, Sexual or Neglect) In the family and evidence of control in relationships • Evident self-harm • Suicide Ideation or suicide attempts • Involvement in crime • Witness in court proceedings • Grooming • Involvement with gangs • Homelessness • Criminal Exploitation (CE)/ Criminal Sexual Exploitation (CSE) 	<ul style="list-style-type: none"> • Report to DSL immediately • Face to face immediately and follow up recording concerns through CPOMS 	<ul style="list-style-type: none"> • Direct immediate support from the school Safeguarding Team if a concern becomes apparent in school. • Removing Children to safe place in the school building to talk to an adult. • DSL to consider appropriacy of contacting parents as soon as possible if incident occurs during the day (not waiting for end of the school day) • Call to the Police where there are immediate concerns re the safety of the Children. Call 999 in an emergency. • If a disclosure is made, staff follow safeguarding policy • DSL to consider further consultation with social services if appropriate • Following an incident, DSL to consider a risk assessment on basis of safeguarding for suitability of Children to be in school and consider positive handling with parents • Pastoral Support Plan written and/ or reviewed as part of APDR • DSLs to consult with Educational Entitlement team and consider reduced timetable, if appropriate and in agreement with parent. • Work in tandem with external professionals to support Children through school-based support