The following provision map advises all staff on the advised route to signposting support for children. Please note that individual concerns may require a different or unique approach which will be assessed on an individual basis. Ultimately if you are concerned about a child, please seek advice from the Pastoral Team/ SENCO/SLT.

|  |  |  |
| --- | --- | --- |
| **Tier 0: Universal Level Support - pastoral and 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  Pet death  Friendship problems/ conflict/ arguments with parent/ 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 student requires monitoring | **Who should deal with this?**  Class Teacher/ TA (alerting Pastoral support / SENCO where necessary) | **What is our response?**   * Listen to child and reassure * TA to inform Class Teacher of issue, Teacher/ TA to support, monitor and report concerns, if required, to Pastoral team using pastoral concern form. If serious concern escalating up to higher Tier then notify using Safeguard My School * If issue does not resolve itself, move up to Tier 1 * In case of minor illness, TA to speak to Class Teacher and use judgement about child trying to get through next lesson/ morning/ lunch. If child obviously needs to go home, TA to seek advice from member of SLT before TA calls parent to collect/ advise/ administer medication. |
| **Tier 1: 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. | | |
| **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 term or more without resolution)  More significant anxiety in class or surrounding a specific element of school / home life despite support from Class Teacher/ TA)  Divorce of parents  Bereavement of extended family member (not parent/guardian/ sibling)  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?**  Pastoral team to support directly or advise TA/ Class teacher | **What is our response?**   * Ensure Class teacher is aware of concern: TA/ Class teacher to monitor * Pastoral concern forms completed to keep Pastoral Team informed or consider welfare/safeguarding notification through Safeguard My School * Class Teacher to contact parents to discuss concerns * Direct Pastoral support from pastoral team, either short or longer term (parents should be informed of any direct support by class teacher through provision mapping or face to face conversation) * SENCO consultation * If concern continues, or increases in severity, move up to Tier 2 * If incident is managed or reduces, 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 2. | | |
| **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 mental health distress  Self-harm  Suspected eating disorders  Risky behaviour  Questioning Gender Identity or Sexual Orientation leading to any of the above (Questioning Gender Identity/ Sexual Orientation itself is not a mental health difficulty). | **Who should deal with this?**  Pastoral Team/ DSL/ SENCO/ SLT | **What is our response?**   * Pastoral Lead or SLT to contact parents * Log concern on Safeguard my School – do not use pastoral concern form * In-school support/ interventions with member of pastoral team whilst considering or awaiting external agency support * External Agency referrals to be considered by SENCO/ SLT/ Pastoral Team: Early Help/ CYPMHS/ NELFT School Health/ NHS CHATTS Counselling/ Young Carers/ Play Therapy. * Consider LIFT discussion to seek advice and / or support from STLS * TA/ Class teacher responsibility to monitor and report any concerns immediately through Safeguard my School |
| **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 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 | **Who should deal with this?**  Report to DSL face to face immediately and follow up recording concerns through Safeguard my School | **What is our response?**   * Direct immediate support from Pastoral team member or SLT 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 as soon as possible if incident occurs during the day (not waiting for end of school day). * If a disclosure is made, staff to follow safeguarding policy * 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 * Work in tandem with external professionals to support student through school-based support detailed in Tier 2. |

****



Challenges to provision:

* Reduced access to CYPMHS and extensive waiting lists for direct support
* Changes to Early Help, increasing threshold for acceptance of cases
* Inconsistent feedback to schools from outside agencies
* Lack of understanding of school pressures/ limited staff resources from outside agencies
* Lack of capacity / input from medical practitioners e.g. GPs, Paediatricians
* Waiting lists for assessments for ASD/ ADHD etc (18-24 months)
* Difficulty in getting diagnosis of Anxiety / Attachment difficulties in primary aged pupils
* Increased concerns over Social Media/ online safety
* Increased pressure of testing, particularly around Kent test/SATs
* Mental Health concerns co-occurring with SEND
* Pressures families are experiencing which increasingly impact on SEMH of young people/ family members
* Difficulties in engagement of parents with referrals to and support from outside agencies
* Increased awareness of Mental Health concerns in students questioning their gender identity/ sexuality in primary school

Possible Future Solutions:

* Training of Pastoral Lead as SEMH Champion 2019/20
* Training for all staff on SEMH support strategies during 2019/20 academic year
* Consider opportunities for staff to be trained as mentors for key children
* More responsibility for Class teachers/ TAs – empower them with information and require them to take a more active part in pastoral support of the students without the need to pass all cases to pastoral team for support
* Clear lines of action for referrals and how to deal with concerns shared with all staff
* Supervision for staff on the Pastoral Teams/ DSLs/ SLT to protect their mental health