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.

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| **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 sickPet deathFriendship problems/ conflict/ arguments with parent/ peersLow level worry which needs reassurance such as before changes/ transitions/ testsShort term academic stressThere 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.
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| **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 moodLong 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 parentsBereavement 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
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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 2. |
| **What are the concerns?**Examples include:Persistent Low mood/ Ongoing emotional regulation difficulties/ Anxiety Attachment difficulties and triggered responsesBereavement of close family member (parent/ guardian/ sibling)Historic abuse which causes legacy mental health distressSelf-harmSuspected eating disordersRisky 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
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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 Domestic Abuse (Physical, Emotional, Sexual abuse or Neglect)Disclosure of direct abuse (Physical, Emotional, Sexual abuse or Neglect)Sustained self-harmSuicide 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.
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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