



### Tier 0 - Universal Level (pastoral and response to general concerns)

At tier one a child may need low-level support to address an incident of distress which is likely to only have a short term impact on their wellbeing.

What are the concerns?	Who should deal with this?	What is our response?
<p><b>Examples include:</b></p> <ul style="list-style-type: none"><li>• Loss of a pet</li><li>• Low level friendship problems which last no longer than a few weeks</li><li>• Low level worry for example sitting a test</li><li>• Worry about school trip/residential trip away</li></ul>	<p>In the first instance, low-level wellbeing concerns can be reported to addressed and supported by the staff in class.</p> <p>The class teacher/teaching assistant will alert the inclusion team only if they are unsure of what support is available or required to support the child short term.</p>	<ul style="list-style-type: none"><li>• If a child raises a low-level wellbeing, concern with a member of staff- staff will take the time to listen to the child's concern and reassure and support. This may mean addressing the issue directly and speaking to the parents/carers.</li><li>• If the parent notifies the school through an email or message of a low-level concern staff in class will immediately be notified. The Pastoral team will only notified if further advice/support is required.</li><li>• If the issue does not resolve itself class staff will seek support from the inclusion team (pastoral lead/SENDCo) and tier one support will be considered.</li><li>• Bubble time an-opportunity for children to request time to talk to a teacher one to one about matters which they do not wish to share with the whole class.</li><li>• Peer Mentor Programme to support social skills and low-level friendship issues led by our school's pastoral lead and trained year six and five peer mentors.</li></ul>



### Tier 1 - Universal Level Support (responses to low level incidences and concerns)

At tier one concerns are recognised as needing further support as they are beginning to impact the child's wellbeing or academic performance.

What are the concerns?	Who should deal with this?	What is our response?
<ul style="list-style-type: none"><li>• Sustained periods of low mood</li><li>• Long term and repetitive friendship problems (over a term or more)</li><li>• Parental Separation</li><li>• Bereavement of extended family member (not guardian or sibling)</li><li>• Emotional response to an upsetting event which causes a period of upset/distress but does not cause a safeguarding concern</li></ul>	<p>Inclusion team to support directly or advise TA/Class Teacher to support child and family.</p> <p>Pastoral Lead may be able to support family with resources/links to external and universal support services.</p> <p>Pastoral support in school may be considered. There is a waiting list however as for any service for this provision.</p>	<ul style="list-style-type: none"><li>• Staff in class need to be aware and be able to monitor and support the child's emotional wellbeing during this period more so than normal.</li><li>• Pastoral concern form to be completed and CPOMS to be updated in relation to concern under monitoring.</li><li>• Class teacher to discuss concerns with parent/carer and look at in class support/provision as well as exploring referral to in school support.</li><li>• Referral for Emotional Literacy Sessions led by school's pastoral lead to be considered for the child over a period of 6-8 weeks this could be 1-1 or a small structured social skills intervention.</li><li>• Referral to schools link emotional wellbeing practitioner to be considered for 1-1 support (KS2).</li><li>• Parent/carer to be strongly encouraged to attend any available parent workshops offered in school to seek advice/support for their child</li><li>• Parenting programme referrals to be considered at this level to support family if they are struggling with their child's behaviour at home</li></ul>



- Referral to universal local and national mental health services/resources within the community can be made i.e.: bereavement support

## **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 child. These could be long term concerns over a child's mental health and emotional wellbeing.

<b>What are the concerns?</b>	<b>Who should deal with this?</b>	<b>What is our response?</b>
Persistent low mood Ongoing emotional regulation difficulties such as anxiety/anger Attachment difficulties Bereavement of immediate family member Self-harm Suspected eating disorder Risk taking behaviour Questioning gender identity or sexual orientation	Inclusion Team- Pastoral Lead and SENDCO will work together to assess the most appropriate support and referrals.	<ul style="list-style-type: none"><li>• Pastoral Lead/SENDCo to make direct contact with parents/carers based upon referral</li><li>• CPOMS should keep a clear and up to date record of concerns</li><li>• In school pastoral support to be offered to the child whilst awaiting referral to any external agency support</li><li>• Referral to school counsellor to be considered</li><li>• External agency referrals to be considered at this level by inclusion team such as NELFT, School Health, Counselling, Young Carers &amp; Early Help</li><li>• Class staff responsible in monitoring closely the child's emotional wellbeing and report any concerns immediately through CPOMS to the Lead DSLs and inclusion team.</li></ul>



### Tier 3 - Personalised support- professional referral to high level mental health concerns

Serious and possible life threatening incidents which require professional intervention outside of school

What are the concerns?	Who should deal with this?	What is our response?
School refusal as a result of persistent low mood/ inability to regulate emotions Diagnosed anxiety or depression Disclosure of incident of witness domestic abuse Sustained self-harm Suicide ideation or attempts Engaging in bullying type of behaviour Placing self or other at risk of harm Demonstrations of behaviour that challenges Frequent exclusions	Report to lead DSL face to face and immediately and follow up recording concerns from CPOMS	<ul style="list-style-type: none"><li>• Direct immediate response from inclusion team or SLT if a concern becomes apparent in school</li><li>• Removing child in school to safe place to talk with an adult, DSL to consider appropriateness of contacting parents as soon as possible</li><li>• If a disclosure is made safeguarding and child protection procedures to be followed</li><li>• DSL to consider consultation with social services</li><li>• Following any incident lead DSL to consider risk assessment for child</li></ul>

