



Knutton, St. Mary's Mental Health Provision Map

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 may include:

Minor illness such as a headache or feeling sick on a regular basis Death of a pet Friendship problems or conflict Arguments with parents Low level worry which needs reassurance such as before transition/changes/assessment Low level worry about significant national or world events Short term academic stress There is a past history of Mental Health concerns and student requires monitoring	Who should deal with this? <ul style="list-style-type: none">Class teacherSupport staffTrusted adultHome-school link workerLearning mentor(inform mental health and wellbeing lead and, if necessary, SENDCo)	What is our response? <ul style="list-style-type: none">Listen to child and reassureClass teacher and support class assigned to class to be informed if the child has spoken to someone elseInform learning mentor if you feel the child will benefit from spending time with herInform SENDCo if you feel concern is linked to needs or if the child has an LSP to see if targets are linked to concernIf you feel appropriate, speak to parent/carers regarding concerns to see if anything has changed at home/noticed any change in behaviour/if the child has discussed problem at homeIf concern is not resolved, move to Tier 1
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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 welfare and academic progress of the child

What are the concerns? Examples may include: <ul style="list-style-type: none">Prolonged periods (or a series of short periods) of not feeling able to cope/low moodLong term and repetitive friendship problems (over $\frac{1}{2}$ term without resolution)More significant anxiety in class or surrounding a specific element of school or home life despite support from class teacher / support staffDivorce of parents / significant change in home life, e.g. parent working away for long periods of time, illness of a family memberBereavement of extended family member	Who should deal with this? <ul style="list-style-type: none">Home-school link worker / SENDCo/ Mental Health lead in conjunction with class teacher and support staff	What is our response? <ul style="list-style-type: none">Ensure class teacher is aware and monitoring childBarriers to learning form completed and sent to Learning MentorMindfulness and self-management strategiesIf you feel is a safeguarding concern, complete referral on Safeguard under the heading mental healthClass teacher and/or Learning Mentor to contact parent/carers Support plan to be put in place, e.g. reward system, assigned time with learning mentor, time out time etc... This is to be created by the Class teacher and the learning mentor. Mental health lead may also become involved at this stageSENDCo consultation to see if educational need is
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<ul style="list-style-type: none">Emotional response to an upsetting event which causes a period of distress but which does not cause a specific safeguarding concern		<ul style="list-style-type: none">contributing/resulting in concern If concern reduces, consider moving back to Tier 0If concern continues, consider moving up to Tier 2
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 child. 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 may include: <ul style="list-style-type: none">Persistent low mood / ongoing emotional regulation difficulties / anxietyAttachment difficulties and triggered responsesBereavement of close family memberHistoric abuse which causes legacy mental health distressSelf-harmSuspected 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? <ul style="list-style-type: none">Mental Health Team (Mental health lead/learning mentor)Safeguarding teamSENDCoSLTPhase Leader	What is our response? <ul style="list-style-type: none">Learning mentor / Mental Health Lead / SLT to contact parentsLog concern on SafeguardIn-school support / interventions with designated members of staff, e.g. Learning mentor, trusted adult, mental health lead, SLT whilst awaiting external agency supportExternal agency referrals to be considered by mental health lead/DSL/SLT, e.g. Early Help, Parent support service, SWERRL, CAMHS, ALANON, Enfield Thrives, Anna FreudClass teacher to be responsible for monitoring child and to record any concerns on Safeguard	
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? <ul style="list-style-type: none">School refusal as a result of persistent low mood / ongoing emotional regulation difficulties / anxietyDiagnosed anxiety disorder or depressionDisclosure of incident of witnessed Domestic	Who should deal with this? <ul style="list-style-type: none">Report to DSL immediately face to face and follow up recording	What is our response? <ul style="list-style-type: none">Direct immediate support from DSL 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 until the end of the day)If a disclosure is made, staff to follow safeguarding policy



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<p>Abuse (Physical, Emotional, Sexual or Neglect)</p> <ul style="list-style-type: none">• Sustained self-harm• Suicide ideation or attempts	<p>concerns on Safeguard Refer to NHS pathway (Mental Health Practitioner or CAMHS)</p>	<ul style="list-style-type: none">• 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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