Wellbeing Provision Map and Offer

	Examples of possible concerns and behaviours	Response	Supported by..
Whole School Provision This ongoing supports children teaches children how to navigate through short periods of time when they feel stressed or anxious	• Low level anxieties concerning friendships, conflict, disagreements, arguments with • Death of a pet • Low level worry and anxiety before changes, transitions or unfamiliar situations or trying something new. • There is a past history or Mental Health concerns • Struggling to leave a parent in the morning	• The academy teaches the children about positive resilience, aims to build self-esteem and create a sense of belonging. • Gaining pupil voice. All children are listened to, to be understood. The academy endeavours to create a safe environment to make sure they feel heard, without assumption or judgement. • Social understanding is supported with social stories and comic strip conversations. Children are supported through the Colour Monster to help them to understand their own feelings and the feelings of others • Proactive Mental Health learning for all through weekly Jigsaw PHSE sessions • Assemblies and classroom discussions explore the academy's key behaviours of success, perseverance, respect, care and positive resilience. Additional themes of friendship, conflict resolution, responsibility, personal safety, scaling problems, tolerance, patience, belonging to a community and developing an understanding of the world around us and our role within it. • Working in partnership with parents to discuss concerns or observations. • The profile of mental health and wellbeing is further raised with parents, staff and children during national weeks and whole school academy projects. • Staff are trained in teaching calming techniques to support children to begin to build their own calming toolkit. • Playground buddies and additional roles and responsibilities can support a child's self-esteem and social interaction. • Quality first teaching offers children support with flexible seating, visuals to support understanding of instructions and routines, calming music may be played, small group areas can be used to support emotional regulation or provide a quieter working area. • Children are encouraged to 'Prep for best' to identify what their stresses and cups of need are ahead of an event to use these to find solutions in advance and thus reducing their anxiety. **Record any wellbeing or mental health concerns on CPOMS to create a picture over time. If the concern does not resolve move to Tier 1 support.**	All staff All staff have received training in mental filtering where a child focus on negative thought patterns (sept2023), grounding techniques and breathing techniques and how to support a child to regulate their emotions (June 2023).

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Tier 1 These concerns are categorised as those which are longer term and beginning to impact on the welfare and academic progress of the child.	• Sustained periods or a series of short periods of anxiety, low mood and or stress. • Navigating unsettling life events and changes • Long term and repetitive friendship problems without resolution • Specific anxiety surrounding a specific element of school life. • Divorce or separation of parents • Bereavement of an extended family member (not parent/ guardian/ sibling) • Emotional response to an upsetting event which causes a period of distress but does not present a safeguarding concern.	**Tier 1, low level of need** (dealing with unsettling life events and changes, pupil's are showing low level wellbeing needs) Liaising with parents to ensure relevant staff can provide extra informal pastoral care, providing extra 'check-ins' and monitoring. Group support with the Learning Mentor or Inclusion Leader such as Lego Therapy, there is a volcano in my tummy, coping with loss and bereavement of an extended family member, understanding feelings using the colour monster, supporting m=emotional attachment through the Invisible string. Soft landings Provide a 'soft landing' to support transitions at the beginning and end of the day. All supporting adults are aware by alerting them via CPOMs Parents and staff to work in partnership to share concerns, observations and discuss next provision and support. **If the concern continues, or increases in severity, move up to Tier 2** **If the concern reduces consider moving down to Universal support.**	Wellbeing team to support directly or advise TA/ Class teacher

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Tier 2 Planned interventions in school to address mental health concerns A sustained concern which is affecting the wellbeing and possibly academic progress of the child. Longer term concerns over anxiety, mental health or depression.	Ongoing emotional regulation difficulties/anxiety Attachment difficulties and triggered responses Bereavement of a close family member (parent/ guardian/ sibling) Historic abuse which causes legacy mental health Compromising personal safety (eating disorders, risky behaviours) Beginning signs of thoughts/ attempts of self-harm	A member of the Wellbeing Team (Including Family Liaison Officer) to lead contact and support for the family. Follow safeguarding procedures to ensure all concerns logged onto CPOMs The family Liaison Assistant, Learning Mento, Principal or Inclusion Leader work with families offering bespoke support using advice from external agencies Children explore specific themes with the Learning Mentor Children are referred to and supported by the Play therapist Refer to School Nursing Service is applicable Consider referring to other outside agencies, including IFD **If the concern increases in severity, move up to Tier 3** **If the concern reduces consider moving down to Tier 1**	Well-being Team, which includes SLT and DSLs
Tier 3: Personalised support – professional referral to high level mental health concerns. Serious and possibly life-threatening incidents which requires professional intervention outside of school.	School refusal as a result of anxiety and emotional regulation difficulties Disclosure of abuse either witnesses or directly involved in Sustained self-harm Suicide ideation or attempts	Support GP referral to CHAMS External agencies such as CAMHS (Child Adolescent Mental Health Service) works in partnership with the school to support the child. Include the child in the safeguarding triangulation meeting Give child a safe space in the school building to speak to an adult. Immediately contact parents and social worker if applicable – do not wait for the end of the school day. Staff to follow safeguarding procedures and policies and contact IFD (Integrated Front Door) Create a personal risk assessment. Share with parents and if applicable social worker. If appropriate, consider a reduced timetable, in agreement with the Local Authority. Play Therapist and Learning Mentor to support work with external professionals. Progress of the child's mental health to be raised at Safeguarding triangulation Meetings	DSL IFD Well-being Team