

# THAKEHAM PRIMARY SCHOOL

At Thakeham we CARE

**CARE**  
courage ambition respect enjoyment



## Mental Health & Emotional Wellbeing: Tiers of Support

## STATUTORY GUIDANCE FOR MENTAL HEALTH AND EMOTIONAL WELLBEING IN SCHOOLS

The Department for Education recognises that mental health and wellbeing is a key area of concern for schools, particularly post COVID-19. A significant amount of work has been put into guidance and procedures at a government level.

All schools in England are now required to have a trained Senior Mental Health Lead. This person should ideally be a member of the Leadership Team and have completed statutory training with an agreed DfE partner. Thakeham Primary School's SMHEWL is the Headteacher, Will McDonald. He completed his qualification with Leeds Beckett University between September 2023 and February 2024.

The DfE expects schools to contribute to wellbeing by providing:

1] A safe, calm and supportive environment

And

2] Early targeted support for pupils and learners who need help

Alongside the above, whatever approaches a school uses should be evidence-based, holistic and embedded across the whole school. Provision should be based around eight key principles. These principles are below. They state that the following should be evident within the school:

- an ethos and environment that promotes respect, and values diversity
- leadership and management that supports and champions efforts to promote emotional health and wellbeing
- staff development to support their own wellbeing and that of pupils and learners
- curriculum teaching and learning to promote resilience and support social and emotional learning
- enabling student voice to influence decisions
- identifying the need for and monitoring the impact of interventions
- targeted support and appropriate referral
- working with parents and carers

## INTENT

### Vision

Thakeham Primary School seeks to ensure that every member of the community can show they CARE. We are all aware that positive mental health is key to succeeding and we are committed to ensuring that an ethos of positive mental health is at the heart of all that we do.

### Key Principles

In an ever-changing world, positive mental health is key to everyone's wellbeing and quality of life. It allows us to respond effectively to the challenges that daily life bring. At Thakeham Primary School, we are passionate about making a difference to the lives of young people and we actively promote the values of resilience, self awareness, kindness and compassion.

We foster a culture of teamwork: working with each other, with the wider school community and most importantly with the young people in our school. Our house system brings an added sense of connectedness, belonging and community between children and also between staff and children.

We act with determination. Whatever issues our children, their families, the school, our team or the community face, we are committed to supporting everyone to making a real positive difference to their lives. We believe that a resolution to any issue begins with a conversation and so we encourage all of our stakeholders to talk openly about issues that they may be facing.

## Aims and Objectives

- To have a whole school approach to promoting positive mental health and wellbeing within a culture of high expectations and support.
- To ensure that, through the promotion of positive mental health and wellbeing, our children are helped to understand and express their feelings, build their confidence and emotional resilience and therefore their capacity to learn.
- To have a committed staff team that sets a whole school culture of positive mental health and wellbeing, support and values that everyone understands, believes in and is prepared to strive for.
- To increase the awareness and understanding and reduce stigma amongst children, staff and our wider community of issues involving the mental health and wellbeing of young people and to provide support at an early stage to any child who is or appears to be suffering from mental health issues.
- To ensure that, embedded within our curriculum, we are enabling our children to become healthy, independent, responsible and confident members of society. Children will understand how they are developing personally and socially and many of the moral, social and cultural issues that are part of growing up will be tackled. They will be provided with opportunities to learn about rights and responsibilities and to appreciate what it means to live and thrive as part of a diverse society.

## IMPLEMENTATION

We use a tiered approach to help us structure our support offer in school. This is detailed below. This is alongside carefully implemented policies for behaviour, safeguarding and curriculum.

## IMPACT

We monitor the impact of our pastoral provision in many different ways. Some of the key metrics we look at are:

1. Number of behaviour incidents across an academic year compared to the last academic year
2. Attendance percentages of all pupils
3. Attendance percentages of vulnerable pupils
4. Is attendance for pupils flagged as being at risk of persistent absence improving?
5. Are pupils reporting that they feel safe in school?
6. Are pupils reporting that they feel supported in school?
7. Do pupils know who to speak to when they need help?
8. Do parents feel supported and able to access support when they need it?
9. Are serious incidents carefully managed in line with our safeguarding procedures?
10. Can we evidence that we are following the eight key principles?
11. Can we evidence that systems and processes around the eight key principles are known and embedded?
12. Are staff reporting that they feel supported; know how to access support; and that they feel safe?
13. Are staff reporting that Senior Leaders take their wellbeing and workload into account?

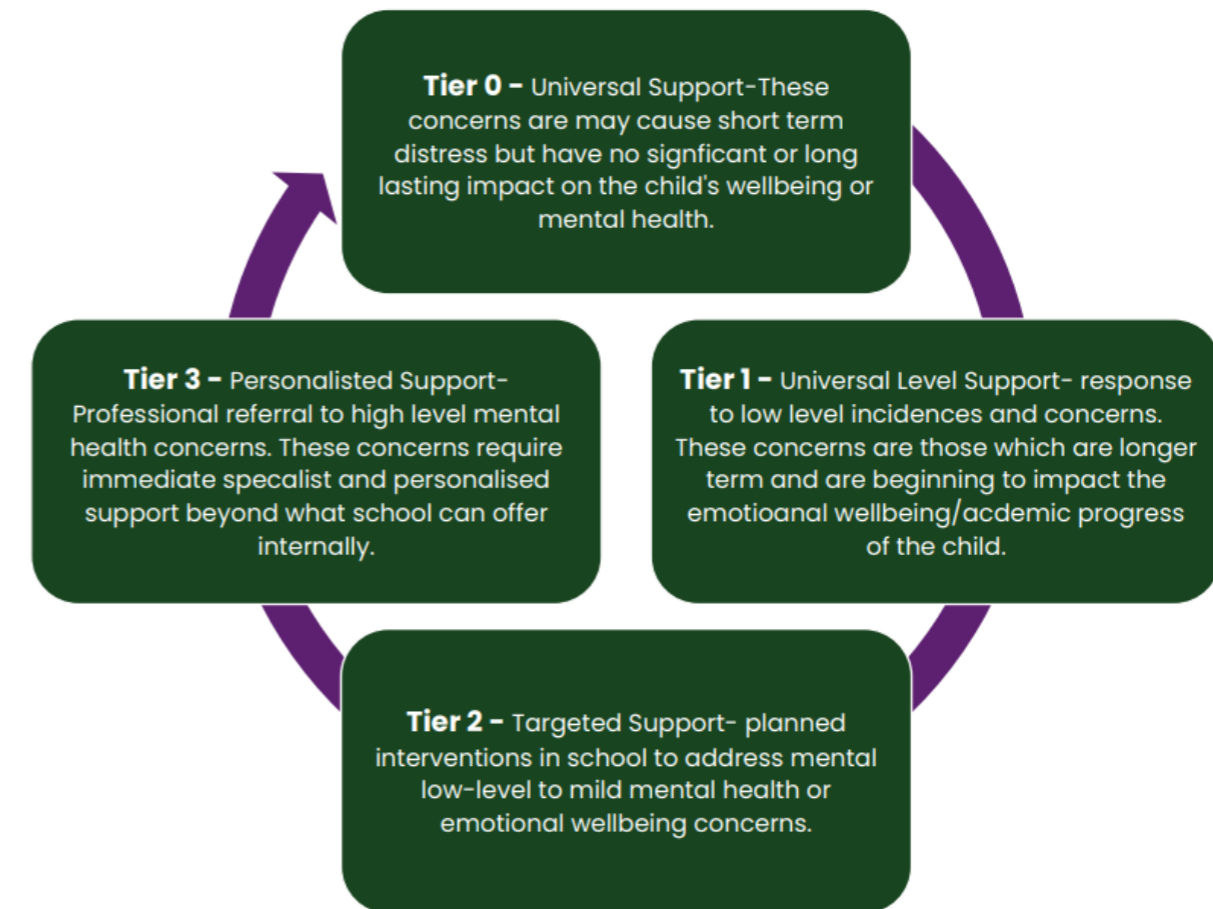
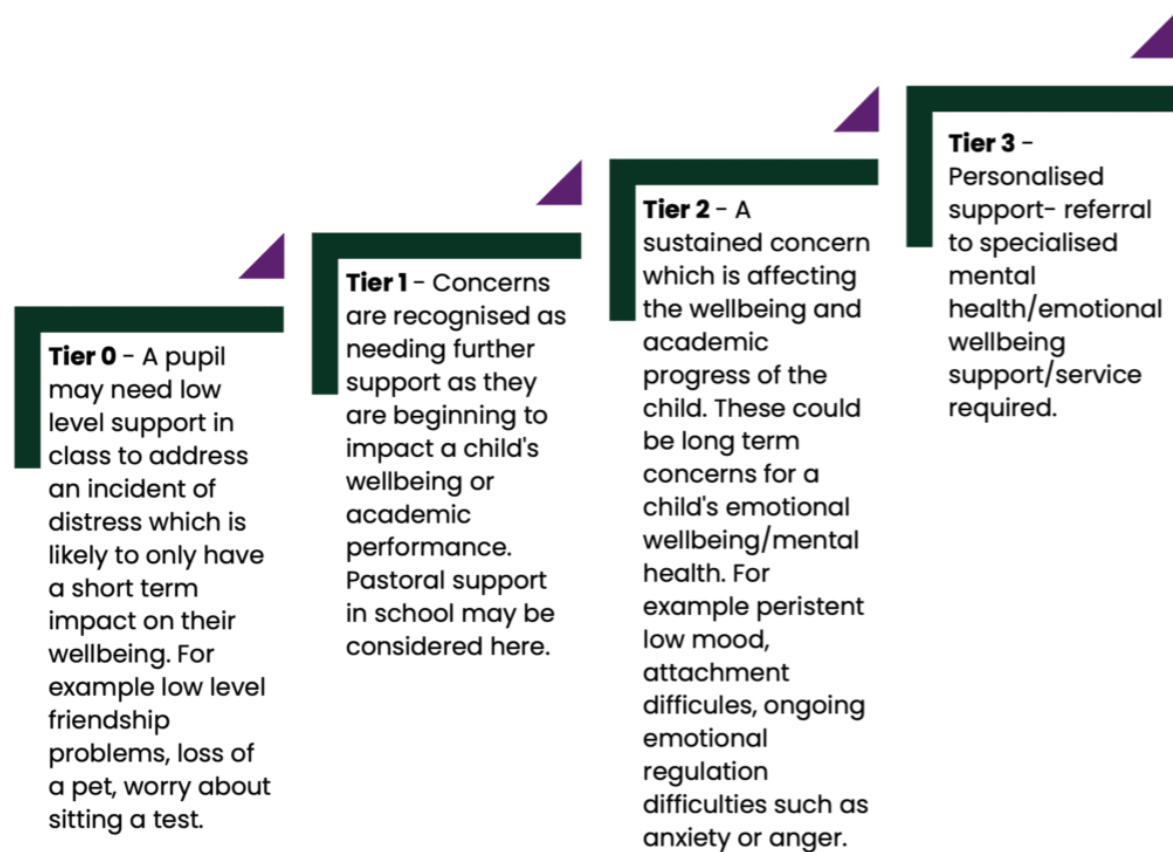
## Statutory Requirements

You can find links to statutory guidance below.

- Promoting and supporting mental health and wellbeing in schools and colleges: <https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges>
- Guidance on the eight key principles of a whole school approach to promoting mental health and wellbeing: <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>
- Guidance on Senior Mental Health Lead Training: <https://www.gov.uk/guidance/senior-mental-health-lead-training>

## Tiers of Support

Below maps out the tiers of support we offer to our Community starting at Tier 0 and moving up to Tier 3.



## Tier 0: UNIVERSAL LEVEL (class based response)

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?	Best professional to support?	What is our response?
<p>Examples include:</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>	<p>We will ensure to use one or more of the following strategies:</p> <ol style="list-style-type: none"> <li>1] Take time to listen</li> <li>2] Provide reassurance and support</li> <li>3] Respond immediately to any parent queries so that they do not worry</li> <li>4] Seek support from the SMHEWL or SENCO if the issue does not resolve itself in class</li> <li>5] Use one of the school's trained Peer Mentor's (Year 5 or 6 pupils who have taken part in a programme with the SMHEWL)</li> </ol>



## Tier 1: UNIVERSAL LEVEL (class based response with possible guidance from SMHEWL or SENCO)

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?	Best professional to support?	What is our response?
<p>Examples include:</p> <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>SMHEWL / 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 may be a waiting list for any support.</p>	<p>We will ensure to use one or more of the following strategies:</p> <ol style="list-style-type: none"> <li>1] Support the child and monitor in class. The ABC forms within the Behaviour Folder on the staff drive can be used to track patterns</li> <li>2] Report your concern to the SMHEWL</li> <li>3] Speak with the Early Help Liaison Officer for advice and guidance</li> <li>4] Ask the SMHEWL to refer to the school's ELSA (Emotional Literacy Support Assistant)</li> <li>5] Ask the SMHEWL to refer to the school's Thought-Full EMP</li> <li>6] Ask parents to attend any available supportive workshops or use known methods to seek advice and support, e.g: GP appointment</li> <li>7] Complete a referral to universal local and national mental health</li> <li>8] Be considered for 1:1 check-in time with either the Deputy SENCO or the ELSA</li> </ol>

		<p>9] Be encouraged to use 'Worry Box' in the classroom</p> <p>10] Ensure that they are part of PSHE and RSHE lessons and are given a chance to share their voice</p> <p>11] Access to 'brain break', e.g: mindfulness colouring; sensory breaks in the Zen Den; alternative arrangements for lunch time and assemblies</p> <p>12] Access to a 'worry journal' if not able to verbally communicate</p>
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**Tier 2: TARGETED SUPPORT (planned intervention to address mental health and/or wellbeing 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.

What are the concerns?	Best professional to support?	What is our response?
<p>Examples include:</p> <ul style="list-style-type: none"> <li>• Persistent low mood</li> <li>• Ongoing emotional regulation difficulties such as anxiety/anger</li> <li>• Attachment difficulties</li> <li>• Bereavement of immediate family member</li> <li>• Self-harm</li> <li>• Suspected eating disorder</li> <li>• Risk taking behaviour</li> <li>• Questioning gender identity or sexual orientation</li> </ul>	<p>You can speak with:</p> <p>1] The Senior Mental Health Lead</p> <p>And</p> <p>2] SENCO</p> <p>Both will work together to assess the most appropriate support and referrals.</p>	<p>We will ensure to use one or more of the following strategies:</p> <p>1] School professionals to directly involve parents</p> <p>2] Ask the SMHEWL to refer to the school's ELSA (Emotional Literacy Support Assistant)</p> <p>3] Ask the SMHEWL to refer to the school's Thought-Full EMP</p> <p>4] Referral to external agency, e.g: YourSpace</p> <p>5] Team Around the Family approach to be used by all staff and parents involved</p> <p>6] If necessary, IFD to be completed asking for Enabling Families</p> <p>7] Speak with the Early Help Liaison Officer for advice and guidance</p> <p>8] Ensure adapted curriculum is in place</p> <p>9] Ensure that any necessary concern forms have been completed, e.g: CP Concern Part 1 and 2</p> <p>10] WSCC SPOA referral to be made by SMHEWL</p>



### Tier 3: PERSONALISED SUPPORT (professional referral/support to address high level mental health and/or wellbeing concerns)

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

What are the concerns?	Best professional to support?	What is our response?
<p>Examples include:</p> <ul style="list-style-type: none"> <li>• School refusal as a result of persistent low mood/ inability to regulate emotions</li> <li>• Diagnosed anxiety or depression</li> <li>• Disclosure of incident of witness domestic abuse</li> <li>• Sustained self-harm</li> <li>• Suicide ideation or attempts</li> <li>• Engaging in bullying type of behaviour</li> <li>• Placing self or other at risk of harm</li> <li>• Demonstrations of behaviour that challenges</li> <li>• Frequent exclusions</li> </ul>	<p>You must:</p> <ol style="list-style-type: none"> <li>1] Complete a Part 1 Safeguarding Concern Form</li> <li>2] Speak face-to-face with the DSL or one of the DDSLs</li> <li>3] Ensure you receive a copy of the Part 2 Concern Form from either the DSL or one of the DDSLs</li> </ol>	<p>We will ensure to use one or more of the following strategies:</p> <ol style="list-style-type: none"> <li>1] Direct immediate response from SMHEWL/DSL/SENCO or SLT if a concern becomes apparent in school</li> <li>2] Removing child in school to safe place to talk with an adult</li> <li>3] DSL to consider appropriateness of contacting parents as soon as possible</li> <li>4] If a disclosure is made safeguarding and child protection procedures to be followed</li> <li>5] DSL to consider consultation with social services via WSCC IFD</li> </ol>

0	Class teacher support, TA support
1	SMHEWL guidance, SENCO advice, Deputy SENCO mentoring session, ELSA support, Thought-Full EMP CBT
2	ELSA, Thought-Full EMP CBT, Early Help or Enabling Families support, counselling, adapted curriculum, SPOA referral
3	Child protection systems to be used alongside in-school pastoral support

Last audited: 15.3.24 by WMC