

How do we support pupil well-being and mental health?

Universal Support	Targeted Support	Specialist Support
In the classroom/ Learning Environment	Within the school	External
<p>If an adult in school has a concern for the well-being of a pupil, they will initially provide support for the young person within the classroom and learning environment. They will also inform the Mental Health Lead and the Designated Safeguarding Lead of their concerns.</p> <p>If a member of staff notices a change in a pupil's behaviour or mood that is out of character; time should be taken to have a pastoral conversation. Where appropriate parents should also be contacted.</p> <p>If a child is attention seeking through poor behaviour: Try to establish the root cause? Have a calm conversation Catch them being good and give attention for positive behaviour choices. Tactical ignoring when appropriate and safe to do so. Praise those around them Ring/ contact parents Move places Give SMART Targets Celebrate success Behaviour Plan</p> <p>If a child is struggling with confidence/ self-esteem:</p> <p>Bespoke arrangements to meet their needs Interventions/ Catch up/ Home learning support Seating and support within the classroom. Give SMART Targets Celebrate success</p> <p>If a child is reluctant to come to school: Try to establish the root cause through conversations with the child and parent.</p>	<p>If the pupil cannot be supported sufficiently through the Universal Support route, targeted support will be used.</p> <p>In these instances a 'Strengths and Difficulties Questionnaire will be completed' before and after the support is provided.</p> <p>School Counsellor- weekly, fortnightly or drop in sessions allocated.</p> <p>Identified key worker i.e. Teaching Assistant, Dinner staff etc.</p> <p>1:1 mentoring in school – Reflexions/ Inclusion Service</p> <p>Attendance meetings and monitoring. Home Visits by the EWO or in exceptional circumstances by the MHL. (EHT)</p> <p>Medical evidence /advice used to put provisions and support in place.</p> <p>Advice and support sought from out reach services.</p> <p>Access arrangements- modified timetable if appropriate and at the discretion of the Executive Head Teacher or Head of School.</p> <p>Interventions delivered by school staff: Circle of Friends Friends for Life GRASP Buddy Bench</p> <p>Cool Kids</p> <p>Junior Chaplaincy</p>	<p>Where there is a more serious concern for the mental health and well-being of a pupil Specialist Support will be actioned:</p> <p>CAMHS School Nurse Doctor Educational Psychology SEND Specialist Teacher Strengthening Families and Early Help Social Care Young Carers Children and Young People in Care Team Thrive Base 25 Winston's wishes - bereavement</p>

<p>If a child makes a disclosure that triggers safeguarding concerns: Report to the DSL and the MHL</p> <p>If a child has friendship issues or difficult family circumstances: Pastoral conversations Refer to the school Counsellor if appropriate.</p> <p>Issues/ concerns raised by pupils can be addressed through: PSHE Worship, reflection and worship areas Pastoral Conversations Ethos and expectations</p> <p>In addition, the following are used to support good mental health and well-being: Sensory breaks</p> <p>Active-wall</p> <p>Worry Box</p> <p>Adapted means of communication i.e. cards or signals to discreetly communicate feelings, emotions and needs between a vulnerable child and the teacher.</p> <p>Visual Timetables</p> <p>Growth Mind Set approach used</p>	<p>Play Leaders- Change for Life - to encourage inclusion of vulnerable pupils.</p>	
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