



### 1. Why Mental Health is Important

At Washacre Primary School, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Special Educational Needs and Disabilities (SEND) Code of Practice identifies Social, Emotional and Mental Health as one of the four areas of Special Educational Need.

All children go through ups and downs through their school career and some face significant life events. About 10% of children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement.

The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting pupils well-being and can help engender a sense of belonging and community.

Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where:

- All pupils and staff are valued;
- Pupils and staff have a sense of belonging and feel safe ;
- Pupils and staff feel able to talk openly with trusted adults about their problems without feeling any stigma;
- Positive mental health is taught, promoted and valued in all pupils and staff;
- Bullying is not tolerated.

### 2. Purpose of the Policy

This policy sets out

- How we promote positive mental health amongst the entire school community including pupils and staff
- How we prevent mental health problems

- How we identify and support pupils with mental health needs
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent mental health problems getting worse
- Key information about some common mental health problems
- Where parents, staff and pupils can get advice and support

### **3. Definition of Mental Health and Well-Being**

We use the World Health Organisation's definition of mental health and wellbeing:

... a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.

Mental health and well-being is not just the absence of mental health problems. We want all children and staff to

- Feel confident in themselves
- Be able to express a range of emotions appropriately
- Be able to make and maintain positive relationships with others
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with change
- Learn and achieve

### **4. Links to other Policies**

This policy links to our policies on Well-being, Safeguarding and Child Protection, Inclusion, Looked After Children, Anti-Bullying, Behaviour, Personal Social Health Education (PSHE), Sex and Relationships Education (SRE) and Special Educational Needs and Disabilities (SEND) Policy.

Links with the Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need. We consider behaviour to be a message.

### **5. A Whole School Approach to Promoting Positive Mental Health**

We take a whole school approach to promoting positive mental health that aims to help pupils and staff to become more resilient, be happy and successful and prevent problems before they arise.

This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience that everyone understands;
2. Helping pupils to develop social relationships, support each other and seek help when they need to
3. Helping pupils to be resilient learners;
4. Teaching pupils social and emotional skills and an awareness of mental health;
5. Early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services;
6. Effectively working with parents and carers;
7. Supporting and training staff to develop their skills and resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'Open Door Policy'.

### **6. Roles and Responsibilities**

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems; such as a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

The school's Mental Health Team (SENCO, Designated Safeguarding Team, and Pastoral Lead):

- Leads on and works with other staff to coordinate whole school activities to promote positive mental health;
- Provides advice and support to staff and organises training and updates;
- Keeps staff up-to-date with information about what support is available;
- Liaises with the PSHE Leader on teaching about mental health;
- Is the first point of contact and communicates with mental health services;
- Leads on and makes referrals to services.

We recognise that many behaviours and emotional problems can be supported within the school environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to pupils with mental health needs and their families. Support includes:

- Safeguarding/Child Protection Team
- Support staff to manage mental health needs of pupils
- SENCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including pupils whose mental health problems mean they need special educational provision.
- Behaviour Support
- Ladywood Outreach Service
- School nurse
- CAMHS core meetings to support staff to manage mental health needs of pupils

## **7. Supporting Pupils' Positive Mental Health**

We believe we have a key role in promoting pupils' and staff positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including;

### **Pupil-led Activities**

- Theme weeks and days to raise awareness of mental health
- Participation in national campaigns
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### **Transition Support**

- Support for vulnerable children, for example, Speech and Language (SALT) support small group work such as Lego Therapy or Social Communication groups
- Transition meetings with parent/carers, pupils and relevant staff
- Yearly Transition Passports for vulnerable children
- Transition Passports available for all staff to be aware of vulnerable children's needs
- Key Adults might support secondary school visits with vulnerable pupils
- Weekly transition afternoons at Westhoughton High School in the summer term
- Recognition of children's strengths, which help develop the resilience to manage the transition to High School

## **Class Activities**

- Daily 5 minute Positive Education activities (See Positive Education Programme).
- Kindness walks
- Mindfulness and breathing/meditation in class
- Recognition of emotions
- A good apology
- Classroom scripts and signposting
- 1 x Growth Mindset lesson per ½ term

## **Whole School**

- Everyday Magic – Positive Education Programme approved by the British Psychological Association (3 day course completed in September 2022)
- PSHE Association resources
- Senior Mental Health Lead training for Headteacher and Pastoral Lead
- Anna Freud Schools in Mind resources to monitor staff mental health and wellbeing
- Stirling well-being scale to monitor the mental health and wellbeing of pupils
- Assembly themes
- Using the Read Aloud on the Cloud session to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc. - the whole school will explore the same PHSE themed book
- Fortnightly Life Enhancing Singing Assembly
- Daily Mile track to promote daily physical exercise and goal setting through Moki bands
- Displays and information around the school about positive education and where to go for help and support both within the school and outside the school
- Positive Education information, signposting services and other information are included on weekly newsletters
- Support for parents through Westhoughton Assist Food bank

## **Small Group Activities as appropriate**

- Small friendship, social skills groups
- Lunch Club support
- Sanctuary Room for those children who are finding the classroom overwhelming

## **Teaching about Mental Health and Emotional Well-being**

- Through our Positive Education programme we teach the children about:
  - a) the structure of the brain,
  - b) breathing and mindfulness techniques,
  - c) self-compassion and inner critic / inner friend
  - d) techniques to flourish
  - e) skilful and unskilful behaviour
  - f) strengths and grit
  - g) the science of laughter
  - h) making relationship connections and VUCA (Volatile, Uncertain, Complex, Ambiguous)
- Through PSHE we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.

Key Stage 1 children learn to explore feelings through PSHE topics:

Health and Wellbeing	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about different feelings that humans can experience</li> <li>• how to recognise and name different feelings</li> <li>• how feelings can affect people's bodies and how they behave</li> <li>• how to recognise what others might be feeling</li> <li>• to recognise that not everyone feels the same at the same time, or feels the same about the same things</li> <li>• about ways of sharing feelings; a range of words to describe feelings</li> <li>• about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep)</li> <li>• different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good</li> <li>• to recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it</li> <li>• about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better</li> </ul>
Relationships	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried</li> <li>• about how to recognise when they or someone else feels lonely and what to do</li> <li>• how to ask for help if a friendship is making them feel unhappy</li> <li>• that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</li> <li>• about how people may feel if they experience hurtful behaviour or Bullying</li> </ul>
Living in the Wider World	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• how people and other living things have different needs; about the responsibilities of caring for them</li> <li>• that everyone has different strengths</li> </ul>

Key Stage 2 children learn to explore feelings through PSHE topics:

Health and Wellbeing	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile)</li> <li>• about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</li> <li>• that mental health, just like physical health, is part of daily life</li> <li>• the importance of taking care of mental health</li> <li>• about strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing</li> <li>• to recognise that feelings can change over time and range in intensity</li> <li>• about everyday things that affect feelings and the importance of expressing feelings</li> <li>• a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</li> <li>• strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>• to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</li> <li>• to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult</li> </ul>
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	<ul style="list-style-type: none"> <li>• about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement</li> <li>• problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</li> </ul>
Relationships	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</li> <li>• the importance of seeking support if feeling lonely or excluded</li> <li>• about the impact of bullying, including offline and online, and the consequences of hurtful behaviour strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support</li> <li>• that personal behaviour can affect other people; to recognise and model respectful behaviour online</li> <li>• to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves</li> <li>• that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</li> </ul>
Living in the Wider World	<p><b>Pupils learn:</b></p> <ul style="list-style-type: none"> <li>• the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</li> <li>• to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</li> </ul>

Before teaching about mental health issues and emotional wellbeing, clear 'ground rules' are established or reinforced, and the concepts of confidentiality and anonymity covered at the start of the lesson. These are based on the guidance from the PSHE Association. Ground rules are most effective when they have been negotiated and agreed with pupils, (rather than imposed) and are:

- written in pupils' own words
- displayed in the classroom
- in some cases, physically signed by pupils (like an informal contract)
- monitored by pupils themselves
- followed consistently by the teacher as well as the pupils

**Ground rules are:**

- Openness
- Keep the conversation in the room
- Non-judgemental approach
- Right to pass
- Make no assumptions
- Listen to others
- Use of language
- Ask questions
- Seeking help and advice

**Our approach is to:**

- provide a safe environment to enable pupils to express themselves and be listened to
- ensure the welfare and safety of pupils as paramount
- identify appropriate support for pupils based on their needs

- involve parents and carers when their child needs support
- involve pupils in the care and support they have
- monitor, review and evaluate the support with pupils and keep parents and carers updated

## 8. Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Identify individuals that might need support
- working with the School Office staff who are often the first point of contact with families seeking support
- induction meetings for pupils / families joining after the Reception year
- analysing CPOMs for behaviour, exclusions, visits to a first aider and attendance
- The Stirling Wellbeing pupil surveys at the beginning of the school Year
- staff report concerns about individual pupils to the SENCO, Pastoral Lead and Designated Safeguarding Team
- weekly staff briefing for staff to raise concerns about individual children
- gathering information from a previous school at transfer or transition
- parental meetings
- enabling pupils to raise concerns to class teacher and support staff
- enabling parents and carers to raise concerns through the school class teacher or to any member of staff - we have an 'Open Door Policy'
- drop-ins with School Nurse or Educational Psychologist

All staff have had training on the protective and risk factors (see Appendix 1 for the Social Emotional and Mental Health Provision Map). Any member of staff concerned about a pupil will take this seriously and talk to the SENCO, Pastoral Lead or Designated Safeguarding Team.

Staff are aware that mental health needs such as anxiety might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development.

If there is a concern that a pupil is in danger of immediate harm then the school's child protection procedures are followed. A risk assessment and plan will be made.

### Verbal Disclosures by Pupils

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff are clear to pupils that the concern will be shared with the Designated Safeguarding Team and recorded in order to provide appropriate support to the pupil.

### Non-Verbal Disclosures by Pupils

Staff also recognise persistent and unusual non-verbal disclosures (e.g. writing letters, drawing pictures or trying to communicate in any other way than verbal to let somebody know that something is wrong) in behaviours in line with the NICE (National Institute for Health & Care Excellence) recommendation that behaviour may be an unmet need or message.

### Confidentiality

All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

## **Assessment, Interventions and Support**

All concerns are reported to the Designated Safeguarding Team and recorded. We then implement our assessment system based on levels of need to ensure that pupils get the support they need, either from within the school or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

We recognise that just like physical health, mental health and emotional well-being can vary at any given time and is fluid and changes, there are no absolutes.

If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the SEND policy and SEN School Information Report. All pupils needing targeted individualised support will have an Individual Care Plan drawn up setting out -

- The needs of the pupils
- How the pupil will be supported
- Actions to provide that support
- Any special requirements

Pupils and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a Strengths and Difficulties

## **9. Involving Parents and Carers**

### **Promoting Mental Health**

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting their children with mental health needs.

To support parents and carers:

- We provide information and signposting to organisations on our websites on mental health issues and local wellbeing and parenting programmes.
- We liaise closely with Westhoughton Assist to support families with food parcels
- We signpost parents to Parenting programmes through Behaviour Support.
- Have an Open Door Policy.
- Supporting parents and carers with children with mental health needs through sensitive and supportive regular meetings and signposting.

When a concern has been raised the school will:

- Contact parents and carers and meet with them
- In most cases parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as child protection issues.
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Make a record of the meeting
- Agree an Action Plan
- Discuss how the parents and carers can support their child
- Keep parents and carers up to date and fully informed of decisions about the support and interventions

Parents and carers will always be informed if their child is at risk of danger.

We make every effort to support parents and carers to access services where appropriate. Pupils are our primary concern, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

## **10. Involving Pupils**

- We seek pupils' views and feedback about our approach and whole school mental health activities through Pupil Voice, surveys, class questions and suggestion boxes
- Each KS2 child takes part in the Stirling Wellbeing Survey
- We have elected school councillors from each class

## **11. Supporting and Training Staff**

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in pupils and know what to do and where to get help (see Appendix 3).

All staff have received a 3 day course on Everyday Magic – Positive Education Programme, which is accredited by the British Psychological Association. Those staff with a specific responsibility have more specialised training and where possible access to supervision from mental health professionals.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing with activities such as extra-curricular sports club, daily physical activity using the running track, daily refreshing of positive education strategies, fortnightly singing assemblies and weekly celebration assemblies.

Staff have access to the Schools Advisory Service for Counselling and Advice

Contact: 01773 814 400

## **12. Monitoring and Evaluation**

This policy was made in collaboration with the whole school. Its effectiveness will be monitored by the SLT and reported to the Resources Committee. This policy will be reviewed every three years or sooner if deemed necessary.

SIGNED CHAIR OF Governors:

UPDATED:

TO BE REVIEWED: AUTUMN TERM 2025

## Appendix 1 – Social Emotional and Health Provision Map

<h3 style="text-align: center;">Washacre Primary School</h3> <h3 style="text-align: center;">Social Emotional and Mental Health Provision Map</h3>		
<b>How we identify and assess pupils with SEMH needs:</b>		
<b>Stage</b>	<b>Method</b>	<b>Narrative</b>
Tier 0	Stirling well-being Scale	Children scoring less than 39 will trigger a conversation between Pastoral Team and the Class Teacher
Tier 0	Teacher / TA / Staff Observations	Changing circumstances for a pupil may highlight a need for teachers to make adjustments or seek further support through the Assess Plan Do Review process Changed behaviours may alert teachers to the need for further observations, adjustments or investigations, which may proceed to discussions with senior leaders or SENCO
Tier 1	Behaviour logs (CPOMs)	Increases in incidents of poor behaviour may alert senior staff to the need for closer monitoring, adjustments to provision or referrals to Behaviour Support Services (BSS).
Tier 1	Boxall Profile A Day in the Life Three Houses	Completed by SENDCO or Pastoral Team to establish any further underlying concerns that may be contributing to the child's distress. Recommendations included into Individual Support Plans (ISPs)
Tier 2	Behaviour logs (CPOMs)	Completed by staff to identify patterns and trends in behaviour in order to plan specific support with SENDCO advice,
Tier 3	BSS Observations	Opening of an Early Help Assessment and a referral into Behaviour Support Services to carry out specialised observations.
Tier 3	External Observations	Follows referral to an external agency when there is clear evidence that the Graduated Response has been fully implemented without the desired impact for the pupil

  

<b>Tier 0 – Universal Level Support – Positive School Culture to reduce vulnerability, pastoral and response to general SEMH concerns</b>		
<p>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.</p>		
<b>What are the concerns?</b>	<b>What is the schools response?</b>	<b>Person/s Responsible</b>
<ul style="list-style-type: none"> <li>• Minor illness such as headache or feeling sick</li> <li>• Pet death</li> <li>• Friendship problems / conflict / argument with parents</li> <li>• Low level worry that requires assurance such as before changes or transition</li> <li>• Short-term academic stress</li> <li>• Past history of mental health concerns</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to the child and reassure</li> <li>• Reminder of PSHE curriculum, Growth Mindset lessons and Positive Education strategies as protective factors to reduce vulnerability</li> <li>• Links to the Feed Forward policy</li> <li>• Range of extra-curricular clubs and facilities to support physical well-being e.g. Forest School, Running Track etc</li> <li>• Implementation of Behaviour Policy (differentiated if required) and Positive Education strategies to support child</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching Assistant</li> <li>• Pastoral Support</li> <li>• SENDCO</li> <li>• SLT</li> <li>• Parents</li> </ul>

	<ul style="list-style-type: none"> <li>• Use of school council, pupil voice and pupil questionnaires to encourage student voice</li> <li>• Celebration assembly to recognise and celebrate the strengths of all young people, even the smallest of achievements</li> <li>• Opportunities to regularly work with parents through workshops, parents evenings etc and not just when things have gone wrong</li> <li>• All incidents are logged on CPOMs under child concern which alerts SLT, Pastoral Team and Class Teacher. If a pattern is emerging then escalated to higher tier.</li> <li>• In case of minor illness, class teacher to use judgement about child trying to get through the next lesson / morning / afternoon. If not, school office calls parent / carer to collect.</li> <li>• Class teacher will inform parents</li> </ul>	
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#### **Tier 1 – Universal Level Support – response to low level incidents and SEMH concerns**

These concerns are categorised as those which are longer term and are beginning to impact on the welfare and academic progress of the child.

<b>What are the concerns?</b>	<b>What is the schools response?</b>	<b>Person/s Responsible</b>
<ul style="list-style-type: none"> <li>• Sustained periods (or a series of short periods) of not feeling able to cope / low mood</li> <li>• Long term and repetitive friendship problems (over a term or more without resolution)</li> <li>• More significant anxiety in class or surrounding a specific element of school / home life despite support from class teacher / TA</li> <li>• Divorce of parents</li> <li>• Bereavement of extended family member (not parent / guardian / sibling)</li> <li>• Emotional response to an upsetting event which causes a period of distress but which does not cause a specific safeguarding concern</li> <li>• Frequent low level disruption</li> <li>• Poor or sporadic attendance</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher to contact parents to discuss concerns with the conversation recorded on CPOMs</li> <li>• Direct support from Pastoral team, either short or longer term (parents should be informed of any direct support either by class teacher or pastoral team):</li> <li>• Specific work on building self-esteem and resilience</li> <li>• Use of specific literature eg What To Do When You Worry Too Much, Panicasuarus</li> <li>• Active teaching of relaxation strategies</li> <li>• Active teaching of self-regulation</li> <li>• Size of the Problem / The Incredible 5 Point Scale</li> <li>• Time to talk with a trusted adult</li> <li>• Teaching of breathing techniques</li> <li>• Use of positive affirmations</li> <li>• Child provided with a key worker</li> <li>• SENDCO consultation</li> <li>• All staff to continue to monitor through CPOMs logs</li> <li>• If concern continues, or increases in severity, move up to Tier 2</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching Assistant</li> <li>• Pastoral Support</li> <li>• SENDCO</li> <li>• SLT</li> <li>• Parents</li> </ul>

	<ul style="list-style-type: none"> <li>• If incident is managed or reduces, consider moving down to Tier 0</li> </ul>	
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### Tier 2 – Targeted Support – planned interventions in school to address SEMH concerns

A sustained concern which is affecting the wellbeing and possibly academic progress of the young person. These could be long term concerns over anxiety, mental health, depression or a response to an incident graded at Tier 2.

What are the concerns?	What is the schools response?	Person/s Responsible
<ul style="list-style-type: none"> <li>• Persistent low mood / ongoing emotional regulation difficulties / anxiety</li> <li>• Attachment difficulties and triggered responses</li> <li>• Bereavement of close family member (parent / guardian / sibling)</li> <li>• Historic abuse which causes legacy mental health distress</li> <li>• Self-harm</li> <li>• Suspected eating disorders</li> <li>• Risky behaviour including drug or alcohol misuse</li> <li>• Questioning gender identity or sexual orientation leading to any of the above (<i>Questioning gender identity or sexual orientation itself is not a mental health difficulty</i>)</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCO / Deputy Designated Safeguarding Lead to contact parents to open Early Help Assessment</li> <li>• Referral to Behaviour Support Services (BSS) to complete initial observations. Recommendations to be included on an Individual Support Plan (ISP) or Individual Behaviour Plan (IBP) if appropriate</li> <li>• External Agency referrals to be considered by SENDCO, SLT, Pastoral Team and Parents: Educational Psychologist, Ladywood Support, CAMHS, School Nurse, SALT, Youth Challenge etc.</li> <li>• Continuation of direct support from Pastoral Team / key workers in school</li> <li>• Class Teacher / TA to continue to monitor and record concerns on CPOMs</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching Assistant</li> <li>• Pastoral Support</li> <li>• SENDCO</li> <li>• SLT</li> <li>• Parents</li> </ul>

### Tier 3 – Personalised Support – professional referral to address high level SEMH concerns

Serious and possible life-threatening incidents which require professional intervention

What are the concerns?	What is the schools response?	Person/s Responsible
<ul style="list-style-type: none"> <li>• School refusal as a result of persistent low mood / ongoing emotional regulation difficulties / anxiety</li> <li>• Diagnosed anxiety disorder or depression</li> <li>• Disclosure of incident of witnessed Domestic Abuse (Physical, Emotional, Sexual abuse or Neglect)</li> <li>• Disclosure of direct abuse</li> </ul>	<ul style="list-style-type: none"> <li>• SENDCO / Deputy Designated Safeguarding Lead to contact parents to open Early Help Assessment</li> <li>• Referral to Behaviour Support Services (BSS) to complete initial observations. Recommendations to be included on an Individual Support Plan (ISP) or Individual Behaviour Plan (IBP) if appropriate</li> <li>• External Agency referrals to be considered by SENDCO, SLT, Pastoral Team and Parents: Educational Psychologist, Ladywood Support, CAMHS, School Nurse, SALT, Youth Challenge etc.</li> <li>• Continuation of direct support from Pastoral Team / key workers in school</li> </ul>	<ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Teaching Assistant</li> <li>• Pastoral Support</li> <li>• SENDCO</li> <li>• SLT</li> <li>• Parents</li> </ul>

	<ul style="list-style-type: none"> <li>• Class Teacher / TA to continue to monitor and record concerns on CPOMs</li> </ul>	
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#### **Appendix 2 – Protective and Risk factors (adapted from Mental Health and Behaviour DfE March 2016)**

	<b>Risk factors</b>	<b>Preventative Factors</b>
<b>In the Child</b>	<ul style="list-style-type: none"> <li>• Genetic influences</li> <li>• Specific development delay</li> <li>• Communication difficulties</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</li> <li>• SEND</li> </ul>	<ul style="list-style-type: none"> <li>• Being female (in younger children)</li> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills, sociability</li> <li>• Being a planner and having a belief in control</li> <li>• Humour</li> <li>• Problem solving skills and a positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
<b>In the family</b>	<ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence</li> <li>• Family breakdown (including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationships</li> <li>• Failure to adapt to a child's changing needs</li> <li>• Physical, sexual, emotional abuse or neglect</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss – including loss of friendship</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent-child relationship (or one supportive adult)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long term relationship or the absence of severe discord</li> </ul>
<b>In the school</b>	<ul style="list-style-type: none"> <li>• Bullying</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Negative peer influences</li> <li>• Peer pressure</li> <li>• Poor pupil to teacher relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• 'Open door' policy for children to raise problems</li> <li>• A whole-school approach to promoting good mental health</li> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> </ul>
<b>In the community</b>	<ul style="list-style-type: none"> <li>• Socio-economic disadvantage</li> <li>• Homelessness</li> <li>• Disaster, accidents, war or other overwhelming events</li> <li>• Discrimination</li> <li>• Other significant life events</li> </ul>	<ul style="list-style-type: none"> <li>• Wider supportive network</li> <li>• Good housing</li> <li>• High standard of living</li> <li>• High morale school with positive policies for behaviour, attitudes and anti-bullying</li> <li>• Opportunities for valued social roles</li> <li>• Range of sport/leisure activities</li> </ul>

## **Appendix 2 – Where to get information and support**

**The Assessment Service provides an appropriate and professional mental health assessment service for people living in the borough of Bolton.**

<https://www.gmmh.nhs.uk/assessment-service/>

### **For support on specific mental health needs:**

Anxiety UK - [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

OCD UK - [www.ocduk.org](http://www.ocduk.org)

Depression Alliance - [www.depressoinalliance.org](http://www.depressoinalliance.org)

Eating Disorders - [www.b-eat.co.uk](http://www.b-eat.co.uk) and [www.inourhands.com](http://www.inourhands.com)

National Self-Harm Network - [www.nshn.co.uk](http://www.nshn.co.uk)

Self-Harm - [www.selfharm.co.uk](http://www.selfharm.co.uk)

Suicidal thoughts - Prevention of young suicide UK – PAPYRUS: [www.papyrus-uk.org](http://www.papyrus-uk.org)

### **For general information and support**

[www.youngminds.org.uk](http://www.youngminds.org.uk) champions young people's mental health and wellbeing

[www.mind.org.uk](http://www.mind.org.uk) advice and support on mental health problems

[www.minded.org.uk](http://www.minded.org.uk) (e-learning)

[www.time-to-change.org.uk](http://www.time-to-change.org.uk) tackles the stigma of mental health

[www.rethink.org](http://www.rethink.org) challenges attitudes towards mental health