St Bartholomew’ School Children’s Metal Health and Wellbeing Provision Map

This provision map is in place to target (but not limited to) the following needs/presentation.

* sudden mood and behaviour changes
* self-harming
* unexplained physical changes, such as weight loss or gain
* difficulty in making and maintaining friendships
* sudden poor academic behaviour or performance
* sleeping problems
* frustration and lack of concentration in class
* low level persistent disruption
* changes in social habits, such as withdrawal or avoidance of friends and family.

We work in partnership with parents to monitor changes in children’s lives that can impact upon their wellbeing – this can include:

* Minor illness
* Low-level worry or stress (short term) Academic, transitions, loss of objects, tests/assessments
* Higher level worries
* Growing up, the environment, world issues
* Loss and change
* Moving house, family changes, death of a pet
* Social media exposure and incidents
* Past incidents of mental health concerns that require monitoring
* Friendship difficulties

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| Wave 1 - QFT | Wave 2 – Guided Intervention | Wave 3 – One to One and Specialist Support |
| **Proactive**  • Age-appropriate PSHE curriculum (following SCARF) promotes positive messages; challenges children to think; enables children to explore; provides self-help strategies and tools  • Assemblies explore issues that can cause concern and introduce strategies for wellbeing.  • Class circle times  • ‘I wish my Teacher Knew’ boxes in each class  • Stories   * Whole school STEPS (therapeutic) approach to behaviour management   • Structured lunchtimes/breaktimes • Peer support  • Buddies system, school council, School ambassadors, Eco and Church council  • Sense of community  **Reactive**  • Listen to child and reassure them Communication among adults  • Peer support (see above)  • Emotion Coaching (see above)  • ELSA Room (see above)  • Structured lunchtimes/breaktimes | How do we support?  • Ensure all adults involved are aware of the situation  • Put monitoring in place (e.g. Behaviour Reflection charts)  • Provide individual approach. For example:   * + Set targets for child   + Informal plan (e.g. come into school via front door, come in early to ‘do a job,’ lunch buddy, a key adult or a reward system etc.   + Lunchtime circle times with SLT   • Parent meetings  • SENDCo consultation to begin to discuss specialist support  • SENDCo (with support from the class teacher) provide letters for GP or make group referrals to outreach (DESC / Pupil Support Worker)  • Parents invited to targeted training/workshops on specific problems (e.g. anxiety)  • On-line resources provided on the school website  • continuous monitoring of child and movement either to Wave 1 or Wave 3 where appropriate | How do we support?  • Wellbeing Lead to contact parents • Log concern with DSL (if appropriate) this could include contacting Safeguarding Hub  • Ensure all adults involved are aware of the situation  • Refer for Drawing and Talking Therapy  • Referral for ELSA support  • Early Help referral – Dacorum Family Services. Work with parents and children to provide early intervention and preventative support to support mild to moderate anxiety, depression or challenging behaviour. (ie phobia, panic attacks  • Other external agency referrals to be considered by SENCo  – possibly to one of the following agencies:   * + Specialist Teaching Services   + Speech and Language Therapists (SALT)   + DESC   + Autism Outreach for supporting pupils     - Referral to CAMHS via GP where appropriate     - Therapist support ie Occupation Therapy for support with sensory sensitivities, focus and attention functional skills     - Education Psychologist – referral for support/advice on a range of cognitive, social, emotional or communication difficulties   • Ask SALI for further support and advice |

**Urgent Specialist Support**

At St Bart’s we will use our best endeavours to provide the three tiers of support however there are instances when outside Specialist support is needed quickly. It might be that the despite the school’s comprehensive support the situation is still a major concern or a sudden situation develops which requires immediate specialist intervention. For example: self-harm, bereavement of close family member, severe distress or aggression, sudden and unexplained deterioration in emotional state and behaviour at home or school. In this case we will communicate directly with parents to direct you to an appropriate support agency.