



Hazelwood Schools Mental Health Provision Map

Hazelwood Schools Mental Health Provision Map Tier 0: Universal Level Support

Pastoral and response to general concerns 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

What are the concerns? Examples may include: • Minor illness such as a headache or feeling sick on a regular basis • Death of a pet • Friendship problems or conflict • Arguments with parents • Low level worry which needs reassurance such as before transition/changes/assessment • Low level worry about significant national or world events • Short term academic stress • There is a past history of Mental Health concerns and student requires monitoring	Who should deal with this? • Class teacher • Support staff • Trusted adult • Pupil Support and Wellbeing Lead (inform mental health and wellbeing lead and, if necessary, SENDCo)	What is our response? • Listen to child and reassure • Class teacher and support class assigned to class to be informed if the child has spoken to someone else • Inform Pupil Support and Wellbeing Lead if you feel the child will benefit from spending time with her • Inform SENDCo if you feel concern is linked to needs or if the child has an LSP to see if targets are linked to concern • If you feel appropriate, speak to parent/carers regarding concerns to see if anything has changed at home/noticed any change in behaviour/if the child has discussed problem at home • If concern is not resolved, move to Tier 1
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Tier 1: Universal Level Support - response to low level incidences and concerns

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

What are the concerns? Examples may include: • Prolonged periods (or a series of short periods) of not feeling able to cope/low mood • Long term and repetitive friendship problems (over ½ term without resolution) • More significant anxiety in class or surrounding a specific element of school or home life despite support from class teacher / support staff • Divorce of parents / significant change in home life, e.g. parent working away for long periods of time, illness of a family member • Bereavement of extended family member	Who should deal with this? • Pupil Support and Wellbeing Lead/ SENDCo / Mental Health lead in conjunction with class teacher and support staff	What is our response? • Ensure class teacher is aware and monitoring child • Barriers to learning form completed and sent to Pupil Support and Wellbeing Lead • Mindfulness and self-management strategies • If you feel is a safeguarding concern, complete referral on Safeguard under the heading mental health • Class teacher and/or Pupil Support and Wellbeing Lead to contact parent/carers • Support plan to be put in place, e.g. reward system, assigned time with learning mentor, time out time etc... This is to be created by the Class teacher and the learning mentor. Mental health lead may also become involved at this stage • SENDCo consultation to see if educational need is contributing/resulting in concern
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Emotional response to an upsetting event which causes a period of distress but which does not cause a specific safeguarding concern		- If concern reduces, consider moving back to Tier 0 - If concern continues, consider moving up to Tier 2
Tier 2: Targeted Support – planned interventions in school to address mental health concerns A sustained concern which is affecting the wellbeing and possibly academic progress of the child. These could be long term concerns over anxiety, mental health or depression or a response to an incident graded at Tier 2		
What are the concerns? Examples may include: - Persistent low mood / ongoing emotional regulation difficulties / anxiety - Attachment difficulties and triggered responses - Bereavement of close family member - Historic abuse which causes legacy mental health distress - Self-harm - Suspected eating disorders - Risky behaviour - Questioning Gender Identity or Sexual Orientation leading to any of the above (Questioning Gender Identity / Sexual Orientation itself is not a mental health difficulty)	Who should deal with this? - Mental Health Team (Mental health lead/learning mentor) - Safeguarding team • SENDCo - SLT - Phase Leader	What is our response? - Pupil Support and Wellbeing Lead/ Mental Health Lead / SLT to contact parents - Log concern on Safeguard - In-school support / interventions with designated members of staff, e.g. Learning mentor, trusted adult, mental health lead, SLT whilst awaiting external agency support - External agency referrals to be considered by mental health lead/DSL/SLT, e.g. Early Help, Parent support service, SWERRL, CAMHS, ALANON, Enfield Thrives, Anna Freud - Class teacher to be responsible for monitoring child and to record any concerns on Safeguard
Tier 3: Personalised Support – professional referral to high level mental health concerns Serious and possibly life-threatening incidents which require professional intervention outside of school		
What are the concerns? - School refusal as a result of persistent low mood / ongoing emotional regulation difficulties / anxiety - Diagnosed anxiety disorder or depression • Disclosure of incident of witnessed Domestic Abuse (Physical, Emotional, Sexual or Neglect) - Sustained self-harm - Suicide ideation or attempts	Who should deal with this? Report to DSL immediately face to face and follow up recording concerns on Safeguard	What is our response? - Direct immediate support from DSL or SLT if a concern becomes apparent in school, removing child to safe place in school building to talk to an adult; DSL to consider appropriacy of contacting parents as soon as possible if incident occurs during the day (not waiting until the end of the day) - If a disclosure is made, staff to follow safeguarding policy - DSL to consider consultation with social services as appropriate - Following any incident, DSL to consider a risk assessment on basis of safeguarding for suitability of child to be in school and consider positive handling plan, with parents



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		• SLT to consider reduced timetable, if appropriate and in agreement with parents; Local Authority must be informed • Work in tandem with external professionals to support student through school-based support detailed in Tier 2
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