**Emotional and Mental Health Graduated Response**

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| **Tier 1** | **Universal Offer** |  | * Behaviour policy which includes a clear system of rewards and sanctions and how we explicitly teach children how to manage their feelings and behave positively
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| *School-wide efforts to raise awareness of emotionally vulnerable pupils and how to support them. Proactive measures in place to support emotional wellbeing of whole community.* | * Zones of regulation provides a vocabulary to talk about feelings and a ‘toolkit’ to help manage them
 |
| * Carefully planned PSHE curriculum which includes mental health/emotional literacy, tailored in response to needs of each class
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| * Trauma awareness training for all staff and induction for new staff and [Trauma Informed School UK](https://www.traumainformedschools.co.uk/) whole school approach used by all adults in school with a culture of warmth and social engagement in staff-pupil relationships
 |
| * Scripted responses that mean staff have a consistent way of speaking to children e.g. ‘I need you to…’, ‘I understand but …’
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| * Sensory areas in all classes for anyone to use and school sensory room
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| * Assessment of individual and class mental health needs using Motional
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| * Restorative approach used
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| * Named emotionally available adult for every child
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| * Every child has at least two warm, positive interactions to start their day by being individually greeted at the door and at the gate when they come into school
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| * Advice for parents on how to support their child’s emotional wellbeing
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| * Activities to mark Children’s Mental Health Week (February) and World Mental Health Day (October)
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| * Regular opportunities to share feelings and worries – worry boxes in each classroom (worry teddy in EYFS), ‘I wish my teacher knew…’ at least once every 2 weeks
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| * Every member of the school community is respected, supported and valued and work together to enhance the children’s and each other’s wellbeing
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| * Staff adjust expectations and practices around vulnerable children to correspond with those children’s developmental capabilities and experience of traumatic stress and loss
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| * Advice for parents on how to support their child’s emotional wellbeing
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| **Tier 2** | **Targeted Offer** | * A range of evidence-based interventions, including Lego Therapy, Socially Speaking, regular sessions with TISUK practitioner or Emotional Literacy Support Assistant (ELSA), sensory circuits
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| *Individual or group-based support for children identified as emotionally vulnerable* | * Lunchtime Club nurture group
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| * Emotionally vulnerable children have daily, easy access to at least one specific and emotionally-available adult
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| * Bespoke advice and support for parents
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| * Assessments of needs using Motional with tailored programmes then put in place address identified needs
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| * Carefully planned and differentiated curriculum for children who need it
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| * Lunchtime Club – nurture group
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| * Training for staff to help support and manage children with specific emotional and social needs
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| * Safe spaces available for children to use
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| * Risk assessments and behaviour support plans
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| * Informal support through Lego Therapy, Socially Speaking etc
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| **Tier 3** | **Enhanced Offer** | * Support from Specialist Education Service (SES)
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| *Bespoke provision for pupils with more complex needs who are struggling* | * Commissioned specialist interventions such as Green Light Trust, PLOT, specialist therapy
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| * Bespoke provision outside of their classroom, either partly or wholly, including co-constructing a ‘Wellbeing Curriculum’ if appropriate
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| * Support and advice for school and parents from Mental Health Support Team/ OM Wellbeing / Bellscroft Consultancy/Emotional Wellbeing Hub
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| * Full or part time placements with alternative provision
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