**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 |
| *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 |
| * 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 …’ |
| * Sensory areas in all classes for anyone to use and school sensory room |
| * Assessment of individual and class mental health needs using Motional |
| * Restorative approach used |
| * Named emotionally available adult for every child |
| * 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 |
| * Advice for parents on how to support their child’s emotional wellbeing |
| * Activities to mark Children’s Mental Health Week (February) and World Mental Health Day (October) |
| * 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 |
| * Every member of the school community is respected, supported and valued and work together to enhance the children’s and each other’s wellbeing |
| * Staff adjust expectations and practices around vulnerable children to correspond with those children’s developmental capabilities and experience of traumatic stress and loss |
| * Advice for parents on how to support their child’s emotional wellbeing |
| **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 |
| *Individual or group-based support for children identified as emotionally vulnerable* | * Lunchtime Club nurture group |
| * Emotionally vulnerable children have daily, easy access to at least one specific and emotionally-available adult |
| * Bespoke advice and support for parents |
| * Assessments of needs using Motional with tailored programmes then put in place address identified needs |
| * Carefully planned and differentiated curriculum for children who need it |
| * Lunchtime Club – nurture group |
| * Training for staff to help support and manage children with specific emotional and social needs |
| * Safe spaces available for children to use |
| * Risk assessments and behaviour support plans |
| * Informal support through Lego Therapy, Socially Speaking etc |
| **Tier 3** | **Enhanced Offer** | * Support from Specialist Education Service (SES) |
| *Bespoke provision for pupils with more complex needs who are struggling* | * Commissioned specialist interventions such as Green Light Trust, PLOT, specialist therapy |
| * Bespoke provision outside of their classroom, either partly or wholly, including co-constructing a ‘Wellbeing Curriculum’ if appropriate |
| * Support and advice for school and parents from Mental Health Support Team/ OM Wellbeing / Bellscroft Consultancy/Emotional Wellbeing Hub |
| * Full or part time placements with alternative provision |