



INDEPENDENT JEWISH DAY SCHOOL
an ACADEMY

Mental Health & Wellbeing

MENTAL HEALTH AND WELLBEING - WHOLE SCHOOL PROVISION MAP

| SOCIAL EMOTIONAL MENTAL HEALTH | | |
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| Tier 0: General pastoral response Incidents which may induce short term feelings of distress but have no lasting impact on wellbeing. | | |
| NEED <ul style="list-style-type: none"> ➤ Minor illness (headache, tummy ache) ➤ Friendship challenges (falling out/conflict) ➤ Low level worry needing reassurance (changes/transition/assessments) ➤ Short term academic stress (SATs) ➤ Student requires monitoring | RESPONSE <ul style="list-style-type: none"> ➤ Whole school approach that is positive and restorative with a focus on pupil voice ➤ Listen to and reassure the child ➤ Communicate to the entire class team ➤ If problem persists and needs to be escalated a tier, refer to SENDCo if necessary ➤ In the case of minor illness, refer to a first aider before calling parents | BY WHOM <ul style="list-style-type: none"> ➤ Class Teachers ➤ TAs ➤ First Aiders ➤ SENDCo |
| Tier 1: Universal Level Support - Quality First Teaching Low level concerns or incidences which could impact learning or welfare | | |
| NEED <ul style="list-style-type: none"> ➤ Difficulty remaining on task ➤ Low level disruptive behaviours ➤ Presenting with anxiety, unhappiness or stress ➤ Sustained periods of overwhelm or low mood ➤ Failure to make progress ➤ Frustration and inability to perform in class ➤ Difficulty in making/maintaining friendships or repetitive friendship problems ➤ Specific anxiety around an element of school or home ➤ Bereavement of an extended family member ➤ Presenting as tearful or withdrawn ➤ Seeking frequent adult support | RESPONSE <ul style="list-style-type: none"> ➤ Ensure the entire class team is aware and monitoring ➤ Consistent school wide approach ➤ Pastoral Concern or Child Protection ➤ Record of Concern Forms completed / CPOMS ➤ Bullying or Racist Behaviour Form ➤ Cyclic PSHE curriculum ➤ Emotion Coaching approach used to reinforce expectations ➤ Zones of Regulation used to support self/co regulation ➤ Regulation Stations used for self regulation ➤ regulation and time to be heard ➤ Now and Next choices to motivate ➤ Clear and consistent boundaries ➤ Clear behaviour plan with escalation path | BY WHOM <ul style="list-style-type: none"> ➤ Class Teachers ➤ TAs ➤ SENDCo |

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| <ul style="list-style-type: none"> ➤ Poor or sporadic attendance ➤ Vulnerable to bullying, manipulation or exploitation ➤ Significant fluctuations in mood ➤ Unpredictability over attitudes to learning tasks ➤ Engaging in bullying type behaviour ➤ Uncooperative or defiant ➤ Worry needing reassurance ➤ (changes/transition/assessments) | <ul style="list-style-type: none"> ➤ Class teacher to inform parents ➤ SENDCo consultation ➤ Transition Book ➤ SENDCo to email parents with key dates where change in routine is expected ➤ If concern continues or increases in severity, escalate to Tier 2 ➤ If concern is managed or reduces, move to Tier 0 | |
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| <p>Tier 2: Targeted support - planned interventions in school to support Mental Health A sustained concern which is affecting the wellbeing and possibly academic progress</p> | | |
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| NEED | RESPONSE | BY WHOM |
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| <ul style="list-style-type: none"> ➤ Inability to follow instructions and routines ➤ Persistent low mood/ongoing emotional regulation difficulties ➤ Attachment difficulties and triggered responses (separations anxiety, clinginess) ➤ Historic abuse (legacy mental health distress) ➤ Suspected self-harm ➤ Risky behaviour ➤ Suspected eating disorder ➤ Questioning gender identity or sexual orientation leading to any of the above (this is in itself NOT a mental health difficulty) | <ul style="list-style-type: none"> ➤ SENDCo facilitates identification of hidden learning needs ➤ Pastoral/Behavioural Support plan for children at risk of exclusion ➤ Class teacher or SENDCo to contact parents ➤ Ensure the entire class team is aware and monitoring ➤ Pastoral Concern or Safeguarding Forms completed/ recorded on CPOMs ➤ In school support Transition Book ➤ Lego Club ➤ Social Skills or Friendship groups ➤ SENDCo to email parents with key dates where change in routine is expected ➤ Emotion Coaching approach used to reinforce expectations ➤ Zones of Regulation used to support self/co regulation ➤ Regulation Stations used for self-regulation ➤ regulation and time to be heard ➤ Clear behaviour plan with escalation path ➤ Class teacher to inform parents ➤ Advice and guidance from external agencies: CAMHS, IAT, Early Help, Art Therapy, BICS ➤ If concern continues or increases in severity to Tier 3 | <ul style="list-style-type: none"> ➤ Class Teachers ➤ TAs ➤ SENDCo ➤ Headteacher ➤ Safeguarding Team |

Tier 3: Personalised Support - professional referral

Serious concerns or incidents which require external support

| NEED | RESPONSE | BY WHOM |
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| <ul style="list-style-type: none">➤ Bereavement of close family member (parent, sibling)➤ Self-harm➤ School refusal as a result of➤ anxiety/ongoing emotional regulation challenges➤ Diagnosed anxiety disorder or depression➤ Disclosure of incident of witness to➤ domestic abuse (physical, emotional, sexual or neglect)➤ Disclosure of direct abuse (physical, emotional, sexual or neglect)➤ Sustained self-harm➤ Suicide ideation or attempts➤ Placing self or others at risk of harm➤ Frequent/multiple exclusions➤ Clinically significant mental disorders (depression, psychosis, eating disorders, conduct disorders, GAD, phobias, significant self-harming behaviours) | <ul style="list-style-type: none">➤ Direct immediate support from Headteacher/SENDCo if a concern arises in school➤ Removing the child to a safe space to talk to an adult➤ DSL to consider contacting parents as soon as possible (not waiting for end of day)➤ If a disclosure is made, staff to follow safeguarding policy➤ Following an incident. DSL to consider a risk assessment on basis of safeguarding for suitability of child to be in school and➤ Consider alternative plans with parents➤ Early help or MASH referral➤ Collaborate with external professionals to support student through school based support (as in Tier 2)➤ BICS referral➤ Art Therapy (artstherapieshttps://www.artstherapies.org.uk/how-we-work/) | <ul style="list-style-type: none">➤ Class Teachers➤ TAs➤ SENDCo➤ Headteacher➤ Safeguarding Team |

Self-referral to external agencies (parents and staff):

| NEED: | AGENCY: |
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| <ul style="list-style-type: none">➤ Urgent Mental Health support for all ages➤ Adult and Youth Mental Health➤ Child Wellbeing/Mental Health➤ Eating Disorders➤ Bereavement/loss➤ Suicidal ideation or plans➤ Cancer support | <ul style="list-style-type: none">➤ NHS 24/7 crisis lines - Barnet 0800 151 0023➤ JAMI - Mental Health Service for the Jewish Community for adults and young people➤ Qwell - Online Mental Wellbeing Community for adults➤ MIND - advice and support empowering anyone experiencing a mental health problem➤ GP➤ CAMHS services for young people with severe, complex and enduring emotional/behavioural/mental health difficulties➤ Place2Be - a national counselling service for 4-14 year olds➤ Young Mind or Childline - text and phone counselling services |

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| | <ul style="list-style-type: none">➤ Shout - confidential 24/7 text message support for anyone struggling to cope (suicidal thoughts, depression, anxiety, panic attacks, abuse, self-harm, relationship problems, bullying)➤ KOOTH - anonymous online mental wellbeing community➤ BEAT's Youthline - targeted support to young people including webchat➤ Cruse Bereavement Care➤ Papyrus (Prevention of Young Suicide) - confidential advice and support for young people wanting to take their own life➤ CHAI - a wide range of support and services for families and individuals affected by cancer |
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Signed: Mr Yosh Radomsky (Headteacher)

Signed: Mrs Stacey Sinclair (SENDCo & Wellbeing Lead)

Dated: October 2023