



בס"ד

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Mental Health & Wellbeing

כי נר מצוה ותורה אור

A love for learning. A love for Torah. A love for Israel. A love for each other.

Date: September 2025
Review Date: September 2026

MENTAL HEALTH AND WELLBEING - WHOLE SCHOOL PROVISION MAP

SOCIAL EMOTIONAL MENTAL HEALTH

Tier 0: General pastoral response

Incidents which may induce short term feelings of distress but have no lasting impact on wellbeing.

NEED	RESPONSE	BY WHOM
➤ 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	➤ 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	➤ Class Teachers ➤ TAs ➤ First Aiders ➤ SENDCo Team

Tier 1: Universal Level Support - Quality First Teaching

Low level concerns or incidences which could impact learning or welfare

NEED	RESPONSE	BY WHOM
➤ 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anxiety around an element of school or home ➤ Bereavement of an extended family member ➤ Presenting as tearful or withdrawn ➤ Seeking frequent adult support	➤ Ensure the entire class team is aware and monitoring ➤ Consistent school wide approach ➤ Pastoral Concern or Child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	➤ Class Teachers ➤ TAs ➤ SENDCo Team

➤ 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)	➤ 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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Tier 2: Targeted support - planned interventions in school to support Mental Health

A sustained concern which is affecting the wellbeing and possibly academic progress

NEED	RESPONSE	BY WHOM
➤ 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)	➤ 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	➤ Class Teachers ➤ TAs ➤ SENDCo Team ➤ Headteacher ➤ Safeguarding Team

Tier 3: Personalised Support - professional referral

Serious concerns or incidents which require external support

NEED	RESPONSE	BY WHOM
➤ 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)	➤ 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/)	➤ Class Teachers ➤ TAs ➤ SENDCo Team ➤ Headteacher ➤ Safeguarding Team

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

NEED:	AGENCY:
➤ 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	➤ 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

	➤ 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: September 2026