

Monkton Church of England Primary School

Mental Health Provision Map



The following provision map advises all staff on the advised route to signposting support for children. Please note that individual concerns may require a different or unique approach which will be assessed on an individual basis. If you are concerned, contact the School Office/SENCO/SLT for support.

Universal Provision – Inclusive Quality First Teaching (QTF) for all Children	
Monkton CEP School offers the following provision to all children, to support their mental health and well-being	
<ul style="list-style-type: none"> • Inclusive teaching and learning environment • Clear and consistent boundaries • Structured daily school and class routines • It's Good to Be Green - visual behaviour chart • Daily Collective Worship • Christian Foundations: Courage, Compassion & Justice • Weekly Celebration Assembly • Prayer Space • Star of the Day • Low arousal/calm classrooms • Forest School • PSHE lessons • PE lessons • Movement breaks/daily mile • Opportunities for team work • School Councillors • Pets as therapy reading visits • Breakfast club - a soft start to the day, opportunity to see friends, play games, gain independence • Extra-curricular clubs – opportunities at the end of the day to spend time with friends and learn/practice new skills • Whole School Attendance Policy and attendance monitoring – identifying any concerns and supporting as required • Robust Safeguarding Policy and safeguarding training for all staff • Whole School Behaviour Policy 	
Tier 1: Universal Level Support – response to general, low level incidences and concerns	
Categorised as short periods of feeling unable to cope that may have negative impact on the mental-health and well-being of the pupil , which could affect their progressions.	
<p>Examples of the types of concerns include:</p> <p>Friendship problems/conflict/arguments Low level worries/stress which needs reassurance Sustained or a series of short periods of inability to cope/low mood Significant anxiety in class or surrounding a specific element of school/home life despite support from Class Teacher/TA) Divorce of parents/family upset Bereavement of extended family member or pet (not parent/guardian/sibling) Emotional response to an upsetting event causing a period of distress Past history of mental health concerns requiring monitoring</p>	<p>Provision</p> <ul style="list-style-type: none"> • Listen to child and reassure • Teacher & TA to support and monitor • Pastoral TA to be informed to carry out drop-ins and follow-ups, either short or longer term • SENCO consultation if required • If the issue does not resolve itself and concern continues, escalate to Tier 2 • Ensure Class teacher is aware of concern: TA/ Class teacher to monitor • Parents informed of any concerns and support given

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Tier 2: Targeted Support - planned interventions in school to address mental health concerns. A sustained concern which affects well-being and possibly academic progress of the young person. May be long term concerns over anxiety, mental health or depression or a response to an incident	
Examples of the types of concerns include: Persistent Low mood/ongoing emotional regulation difficulties/anxiety Attachment difficulties and triggered responses Bereavement/prolonged illness of close family member (parent/guardian/sibling) Self-harm Suspected eating disorders Risky behaviour	Provision <ul style="list-style-type: none"> Regular contact with parents by Class Teacher/SLT/SENCO Attendance at Rainbow meetings In-school interventions with Pastoral TA: outdoor/indoor thrive groups External Agency referrals to be considered: Early Help/CYPMHS/NELFT School Health/Counselling/Young Carers Consider Local Inclusion Forum Team (LIFT) discussion to seek advice and/or support from Specialist Teaching & Learning Service (STLS) TA/ Class teacher responsibility to monitor and report any concerns
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	
Examples of the types of concerns include: 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 abuse or neglect) Disclosure of direct abuse (physical, emotional, sexual abuse or neglect) Sustained self-harm Suicide ideation or attempts	Provision <ul style="list-style-type: none"> SLT to consider reduced timetable, if appropriate and in agreement with parents; Local Authority must be informed Direct immediate support from Pastoral TA/SLT/SENCO if a concern becomes apparent in school, removing child to safe place in school to talk to an adult DSL to consider appropriacy of contacting parents as soon as possible if incident occurs during the day (not waiting for end of school 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. Work in tandem with external professionals to support student through school-based support detailed in Tier 2.

