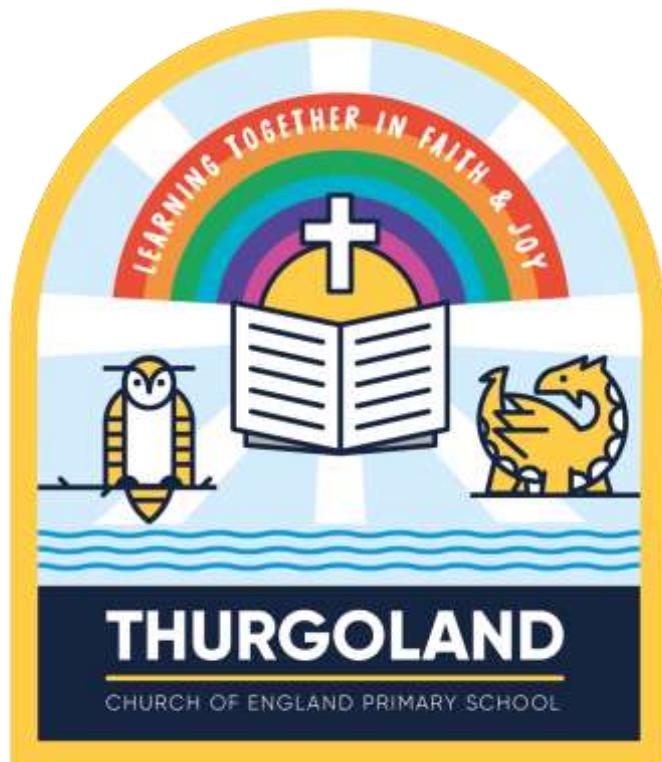


# Thurgoland C. E. School

## Mental Health and Wellbeing Policy



**Approved by:**

Headteacher Mr D Jordan

Date: 14.01.2026

Chair of Governors Mrs L Gregory-White

Date: 14.01.2026

Review date: July 2027



## Our Christian Vision

### LOVING GOD, BLESS THURGOLAND SCHOOL



Children at Thurgoland CE Primary are encouraged to see that everyone is special and unique and, in this way, gain a sense of ourselves as a unique individual – that true self, or best self, God has created us to be.

The Church of England states that, when it comes to education,

**"THE VISION IS OF GOD-GIVEN FULLNESS OF LIFE IN WHICH EACH PERSON IS BOTH BLESSED AND A BLESSING"**

(Church of England Vision for Education p.12)

### AND MAY IT BE A PLACE OF FAITH AND JOY



As educators we are all passionate about the way children are formed by the environment in which they grow. To become our best self we will need the environment that enables this.

Our vision is rooted in the Parable of the Mustard Seed (Matthew 13:31-32): **A mustard seed...**

**"THE KINGDOM OF HEAVEN IS LIKE A MUSTARD SEED, WHICH A MAN TOOK AND PLANTED IN HIS FIELD. THOUGH IT IS THE SMALLEST OF ALL SEEDS, YET WHEN IT GROWS, IT IS THE LARGEST OF GARDEN PLANTS AND BECOMES A TREE, SO THAT THE BIRDS COME AND PERCH IN ITS BRANCHES."**

We are a small school in a valley – but we believe like the mustard seed that high standards of education can have far-reaching impact and that our children will grow into those who bless others through their careers, caring and vocations. One tiny seed just like one small child carries a world of potential.

Thurgoland CE Primary School is surrounded by beautiful countryside where farming and growing is part of daily life. The parable of the mustard seed provides a link with the historic roots of the school.

With our caring and nurturing ethos firmly embedded in all that we do, every member who joins our school, whether child or adult, like the small mustard seed, is welcomed into a learning environment so that they grow and flourish in its broadest sense – academically, socially, morally, physically and spiritually.



## BY WORKING AND PLAYING TOGETHER WE CAN LOVE, LEARN AND RESPECT



Through working and playing together in peace and harmony, Team Thurgoland embody the concept born from the African philosophy of "ubuntu" – a concept in which your sense of self is shaped by your relationships with other people – underpins how we work together in peace and harmony to become our best self. It's a way of living that begins with the premise that "I am" only because "we are."

Our children, our staff, our families and our community – together we are Team Thurgoland.

**"IT HAS BEEN SAID BEAUTIFULLY AND PROFOUNDLY, THAT OUR GOD IN HIS MOST INNER MYSTERY IS NOT SOLITUDE, BUT A FAMILY."**

(John Paul II)

**"I AM BECAUSE WE ARE."**

## WE KNOW YOU ARE WITH US. HELP US BECOME OUR BEST SELF

At Thurgoland CE Primary School, everyone is inspired to reach their full potential and become their best self, to make the world a better place.

**"BELOVED, WE ARE GOD'S CHILDREN NOW: WHAT WE WILL BE HAS NOT YET BEEN REVEALED" (1 JOHN 3:2A)**

We are committed to promoting a growth mindset. In line with Christian teaching, at Thurgoland CE Primary School, there is a big emphasis on everyone striving to move from their former self to a self that has to be found: growth and renewal.

**TO MAKE  
THE WORLD A  
BETTER PLACE.**



**AMEN**

## 1. Introduction

This policy outlines Thurgoland C of E Primary School's approach to promoting, supporting and protecting the mental health and wellbeing of all pupils, staff and the wider school community.

At Thurgoland CE Primary School, our Christian vision is rooted in the belief that every child and adult is uniquely created by God, with the potential to grow, flourish, and become their best self. Inspired by the Parable of the Mustard Seed, we value growth over time and nurture each individual with love, respect, and hope. Through a safe, joyful, and inclusive learning environment, we encourage the following characteristics for all children: love to learning, give it a go, show respect, aim high, be resilient. As Team Thurgoland, we grow together in faith and community, learning to serve others and make the world a better place.

Wellbeing and mental health are central to achieving this and are embedded within our ethos, culture and daily practice.

This policy sits alongside a suite of school policies (see Section 14) and provides a clear framework for promoting positive wellbeing, preventing difficulties, identifying emerging needs early and responding consistently and effectively.

## Legal and Statutory Framework

This policy reflects and is informed by current legislation and guidance, including but not limited to:

- Keeping Children Safe in Education (DfE)
- SEND Code of Practice (2015)
- Children and Families Act (2014)
- Equality Act (2010)
- Transforming Children and Young People's Mental Health Provision (Green Paper)
- NICE guidance on social, emotional and mental wellbeing
- Barnsley Safeguarding Children Partnership (BSCP) Thresholds

## 2. Aims

Thurgoland C of E Primary School aims to:

- Promote a whole-school culture in which emotional wellbeing and mental health are everyone's responsibility.
- Create a nurturing, safe and inclusive environment where pupils feel valued, listened to and supported.
- Build resilience and positive learning behaviours founded on our five characteristics: Love to Learn, Give it a Go, Be Resilient, Aim High and Show Respect.
- Support pupils to develop strategies for understanding and managing their emotions.
- Identify early signs of need and provide timely, evidence-informed support.
- Work collaboratively with parents, carers and external partners including Compass Be and Branching Minds.
- Ensure staff wellbeing is prioritised, with systems in place to support, develop and retain a healthy, motivated workforce.

## 3. Key Principles

Our approach is based on the following principles:

- **Whole-child focus:** Physical, emotional, social and mental health needs are equally valued.
- **Inclusive practice:** All children are entitled to support and reasonable adjustments that meet their needs.
- **Early identification:** Staff recognise signs of distress and take appropriate action.
- **Trauma-informed approaches:** We recognise that behaviour is a form of communication.
- **Restorative practice:** Relationships and respect are central to resolving challenges.
- **Collaboration:** We work in partnership with families and specialist agencies.

- **Pupil voice:** Children actively contribute to shaping wellbeing provision.
- **Consistency:** Expectations and responses are age-appropriate and consistent across school.

## 4. Roles and Responsibilities

### Headteacher and Senior Leadership Team

- Lead the strategic development of mental health and wellbeing across school.
- Ensure appropriate training, provision, supervision and resources are in place.
- Oversee safeguarding and ensure staff understand their responsibilities.
- Embed wellbeing within curriculum, assessment, behaviour systems and staff practice.
- Mr Jordan is our trained Designated Mental Health Lead – DMHL

### Wellbeing Lead: Mrs Wise

- Coordinate the whole-school wellbeing strategy.
- Work alongside the SENCo and wider staff team to identify pupils and families requiring additional support and ensure the graduated response is implemented.
- Act as a link between school, pupils, families and external professionals.
- Oversee Early Help pathways and referrals to Compass Be, Branching Minds or other agencies.
- Monitor and evaluate the impact of wellbeing and mental health interventions.

### SENCo: Mrs Roebuck

- Ensure pupils with SEND receive appropriate support, reasonable adjustments and graduated provision.
- Work alongside the Wellbeing Lead and staff team to identify pupils requiring additional support.
- Liaise with external agencies to support social, emotional and mental health (SEMH) needs.

### Parent Support Advisor: Mrs Stacey

- Provide a direct point of contact for families.
- Signpost and support access to additional services.
- Work collaboratively with the Wellbeing Lead, SENCo and staff team to support pupils and families.

### All Staff

- Model positive relationships, emotional literacy and regulation strategies.
- Provide a safe, supportive and respectful environment.
- Notice, record and report wellbeing concerns in line with safeguarding procedures.

### Parents and Carers

- Work in partnership with school to support their child's wellbeing.
- Communicate concerns promptly.
- Engage with meetings, interventions and referrals where appropriate.

### Pupils

- Contribute to a caring and respectful school community.
- Seek help when needed.
- Participate in pupil voice opportunities (e.g. School Council, Anti-Bullying Ambassadors, Sports Leaders, Collective Worship Team).

### Governors

- Provide support and challenge to ensure effective implementation of this policy.

## 5. Promoting Positive Mental Health and Wellbeing

### Whole-School Culture

We nurture a school environment where:

- Positive relationships are prioritised.
- Diversity is celebrated and everyone feels a sense of belonging.
- Clear routines, boundaries and expectations create safety and calm.
- Children are encouraged and supported to be their Best Self.

### Curriculum Approach

Wellbeing is embedded across the curriculum and explicitly taught through:

- Statutory RSHE/PSHE curriculum.
- Circle time and weekly PSHE lessons.
- Collective worship rooted in Christian values.
- Emotional literacy teaching and restorative conversations.
- Digital wellbeing and online safety education.

We use evidence-informed frameworks including elements of CASEL (self-awareness, self-regulation, social awareness, relationship skills and responsible decision-making), the One Decision integrated PSHE/RSHE curriculum, and Motional to support understanding of emotional development and behaviour.

## 6. Early Identification of Need

Staff are trained to recognise early signs of:

- Anxiety or persistent worry
- Low mood or withdrawal
- Emotional dysregulation or sudden behavioural change
- Heightened sensitivity or emotional outbursts
- Friendship difficulties
- Changes in engagement or presentation
- Risk behaviours or concerning online activity

Identification methods include:

- Class-based observation and professional curiosity
- Regular staff check-ins
- Information from parents/carers
- Pupil voice and surveys
- Termly SEND reviews
- Motional screening

Concerns are recorded and shared with the Wellbeing Lead and/or SENCo in line with internal procedures.

## 7. Graduated Support Pathway

Support follows an **Assess–Plan–Do–Review** model:

### Universal Provision (All Pupils)

- High-quality teaching
- PSHE curriculum
- Emotion coaching and co-regulation
- Calm spaces, visuals and regulation tools
- Peer support (e.g. Playground Mentors, Sports Leaders)

### Targeted Support (Some Pupils)

- Regular check-ins with a trusted adult
- Small group interventions
- Social stories
- Pastoral or behaviour support plans

### Specialist Support (Few Pupils)

Where higher-level needs are identified, referrals may be made to:

- Compass Be
- Branching Minds
- Educational Psychology
- CAMHS
- Social Care (where safeguarding concerns exist)

Parental consent is sought for referrals unless safeguarding procedures require otherwise.

## 8. Crisis, Distress or Risk Response

All safeguarding concerns, including self-harm, suicidal ideation, abuse or immediate risk, are managed in line with the Safeguarding and Child Protection Policy.

The DSL and Wellbeing Lead coordinate responses which may include:

- Immediate pupil support
- Contact with parents/carers
- Safety and risk planning
- Referral to external services
- Review of provision

## 9. Creating a Supportive Environment

Staff use trauma-informed approaches including:

- Attunement
- Validation
- Containment
- Co-regulation
- Restorative conversations

Safe spaces, sensory tools and trusted adults are available to support regulation and wellbeing.

## 10. Pupil Voice

Pupil voice informs wellbeing provision through:

- School Council
- Circle time discussions
- Pupil surveys
- Worry boxes
- Peer mentoring roles

Children are encouraged to express emotions openly and confidently.

## **11. Staff Wellbeing**

We recognise that staff wellbeing is essential to pupil success. Support includes:

- Supportive leadership and open communication
- Workload awareness
- Access to pastoral support
- Wellbeing-focused professional development
- Wellbeing activities and social opportunities

## **12. Working with Parents and Carers**

We promote early, open communication through:

- Meetings and regular updates
- Signposting to services
- Collaborative planning
- Workshops and information events
- Shared strategies between home and school

## **13. Monitoring and Evaluation**

The Wellbeing Lead and SLT monitor:

- Intervention impact
- Attendance, behaviour and safeguarding trends
- Pupil, parent and staff feedback
- Outcomes of referrals

Governors provide oversight and challenge.

## **14. Links to Other Policies**

This policy should be read alongside:

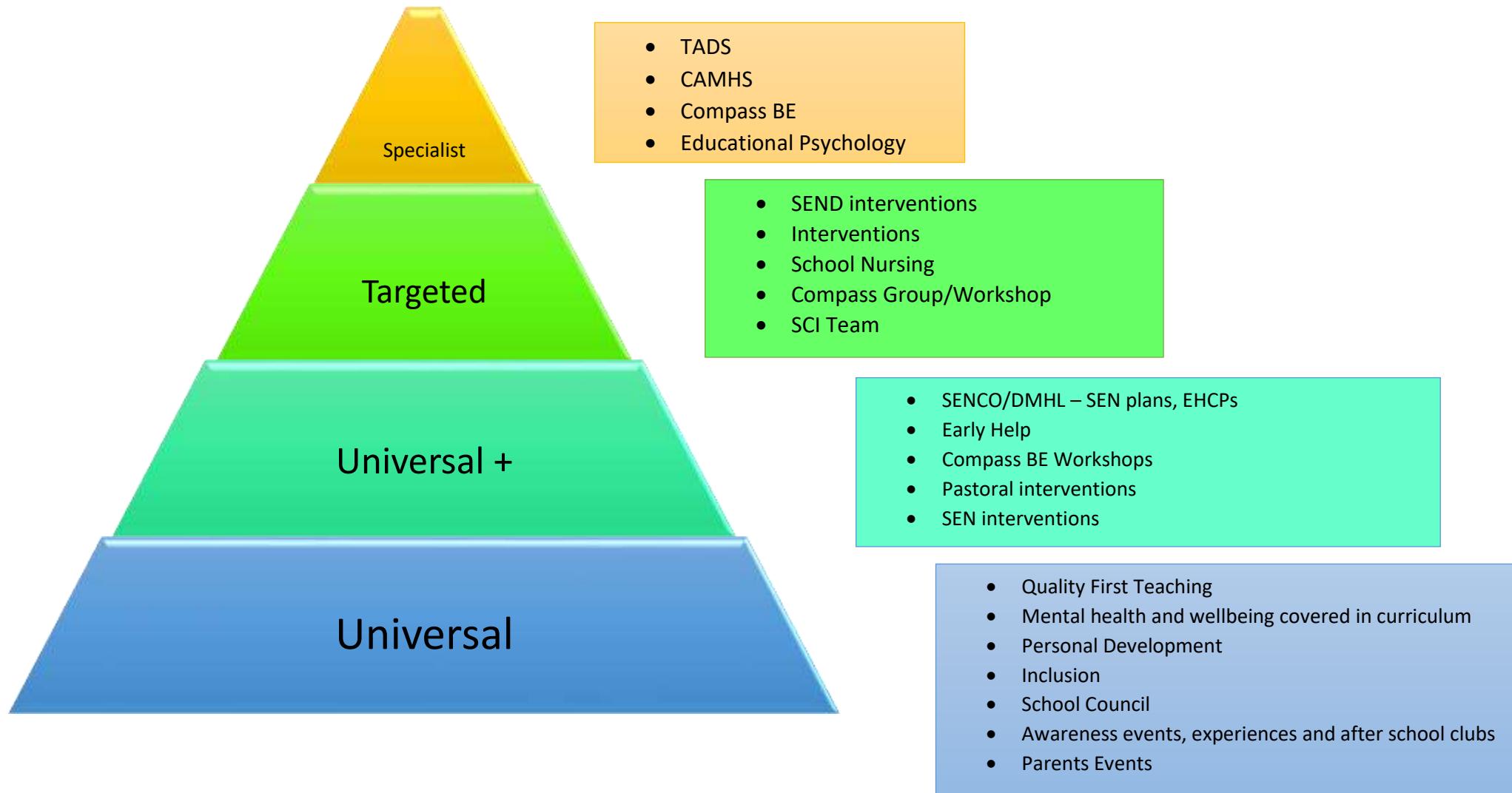
- Safeguarding & Child Protection Policy
- Behaviour and Relationships Policy
- Anti-Bullying Policy
- RSHE Policy
- SEND Policy and Information Report
- Attendance Policy
- Equality and Accessibility Policies
- Online Safety Policy
- Staff Code of Conduct

## **15. Review of Policy**

This policy will be reviewed annually or earlier if required due to changes in legislation, guidance or school need.

## **Appendix A - Graduated Response to Social Emotional Health and Wellbeing (SEMH) inclusion in school**

The purpose of this graduated response to SEMH in school is to clearly show the expectations for all staff within school with regards to SEMH and link these expectations to the roles and responsibilities each staff member has to all school pupils and their families. It has developed to ensure all pupils get the right support at the right time and includes how we will work alongside our partner agencies to ensure the right support is in place for Children and Young People, in line with the [NICE Guidance](#), [SEND Code of Practise](#), [safeguarding](#), [RHSE curriculum](#) and [Transforming children and young people's mental health provision: a green paper](#)



## Universal

This level of support is available to all young people and their families, irrespective of identified need. Every member of staff contributes to the Universal offer, with responsibilities proportionate to their role. All staff should understand what is expected of them and be competent in delivering this level of support.

Examples include (not exhaustive):

- Quality First Teaching
- Mental health and wellbeing taught through curriculum areas (including RSHE/PSHE)
- Personal Development opportunities
- Inclusion systems supporting equity and belonging
- School Council and pupil voice structures
- Awareness events, experiences, collective worship and after-school clubs
- Parent events and workshops
- Whole-class/whole-cohort wellbeing screening using *Motional* at key points in the year
- Monitoring of attendance, behaviour, safeguarding and pastoral indicators

## Universal +

### **Universal +**

Universal + includes all Universal support plus additional provision based on emerging, identified needs. These needs may be recognised by staff, parents/carers or the young person themselves. At this level, the class teacher or identified member of staff usually delivers the support, with guidance from the pastoral team/SENDCo.

Examples include (not exhaustive):

- SENCo / Designated Mental Health Lead (DMHL) involvement
- SEN Support Plans and personalised provision
- Early Help
- Compass Be workshops
- Pastoral interventions
- SEN interventions
- Increased check-ins with a key adult
- Simple personalised regulation tools or routines

## Targeted

This level includes everything available at Universal and Universal +, with additional time-bound, needs-led support based on further assessment. Needs at this level cannot be met solely through Universal + interventions. Support is typically delivered by the pastoral team or external partners.

Examples include (not exhaustive):

- SENCo-led targeted interventions
- Learning Mentor interventions or pastoral key-worker sessions
- School Nursing involvement
- Compass Be targeted groups or specialist sessions
- SCI Team involvement
- Individual *Motional* assessment to identify emotional profile and drivers of behaviour
- Personalised *Motional* Action Plan with structured strategies and review points
- Multi-agency meetings to coordinate support

## **Specialist**

This level builds on all previous levels, providing additional support for children whose needs meet service-specific thresholds. Provision is typically delivered by external professionals and may involve multi-agency coordination.

**Examples include (not exhaustive):**

- TADS (Targeted Adolescent Mental Health Support)
- CAMHS
- Compass Be specialist interventions
- Educational Psychology
- Social Care / safeguarding plans
- Requests for statutory assessment and EHCP processes
- Specialist medical or therapeutic interventions

**Appendix B- Table showing level of concern and plan, do, review cycle**

Level of Concern	Example Scenarios	Plan	Do	Review
<b>Emerging</b>	Mild anxiety, low self-esteem, difficulties with friendships, minor classroom stress, parents reporting some low-level dysregulation at home	Teacher / key adult identifies concern. Discuss with parent and child. Set simple shared goal and plan strategies to help (e.g. playtime buddy, increased check ins, sensory strategies).  CPOMs to be used to record trigger and plan. Wellbeing Lead/SENCo to be made aware and monitor.	Implement class-based strategies and agreed support. Provide check-ins and supportive feedback.	Review after 3–4 weeks. Record feedback from child, parent and staff. Adjust strategies or escalate if needed. Wellbeing Lead/SENCo to agree next steps.
<b>Targeted</b>	Repeated low-level behaviours impacting learning, moderate anxiety, emotional dysregulation, attendance concerns	Wellbeing Lead/SENCo conducts personalised assessment alongside the class team (e.g., <i>Motional</i> assessment). Develop a Targeted Action Plan with strategies, supports and responsibilities (if there is an identified SEND need this will be within the pupil's existing plan). Involve parents and child in planning. Early Help may be appropriate at this stage.	Deliver targeted interventions: Key worker sessions, small group support, social skills groups, SEN interventions. Monitor progress.	Review every 4–6 weeks. Evaluate progress against Action Plan/SSP/EHCP monitoring. Modify plan, escalate if needed with support from Wellbeing Lead/SENCo.
<b>Crisis</b>	Severe anxiety, self-harm, aggressive or unsafe behaviour, risk of harm to self or others	Immediate risk assessment. Convene multi-agency meeting (including parents, SENCo, DMHL, DSL, external professionals). Develop an individual crisis plan and safety plan.	Implement specialist support: CAMHS referral, TADS support, 1:1 supervision, safe space, crisis interventions. Staff briefed on safety protocols.	Daily or weekly review during crisis, formal review after 2–4 weeks. Adjust interventions, escalate to statutory support if required. Document all actions and communications.

A Wellbeing Register will be kept as record of any additional support put in place for pupils. Pupils may be placed on this for a short period (3-4 weeks in line with the plan, do, review cycle for emerging needs) or for longer periods (if ongoing support is implemented). The register is flexible and sits alongside the SEND register (pupils may benefit from being on both). The Wellbeing Lead will be responsible for ensuring this register is up to date and reflects the plan/do/review cycle for pupils. The wider staff team will be responsible for information sharing to ensure that this is possible.

Where safeguarding thresholds are met, safeguarding procedures always take precedence over SEMH processes.

## **Appendix C – Well-being Indicators, SEMH Thresholds and Safeguarding Thresholds for Intervention**

*(Incorporating Laevers' Well-being Scale (1997) and Barnsley Safeguarding Children Partnership Thresholds)*

### **Purpose**

Thurgoland C of E Primary School is committed to providing the **right help, at the right time, in the right place** (Barnsley SCP).

This framework supports staff to:

- Recognise emotional need early
- Identify risk and deterioration
- Provide consistent support
- Escalate appropriately using local safeguarding thresholds
- Work collaboratively with parents and multi-agency partners

It combines:

- The Signs of Well-being
- The Leuven Well-being Scale
- The Graduated SEMH Response
- The Barnsley SCP Thresholds for Intervention

### **1. Understanding Need and Identifying Risk**

(Barnsley Safeguarding Children Partnership Levels)

Barnsley SCP outlines four levels of need:

#### **Level 1 – Universal**

Children's needs are met by universal services.

No additional concerns.

#### **Level 2 – Early Help**

Emerging needs requiring additional support.

Multi-agency Early Help may be appropriate.

#### **Level 3 – Targeted / Child in Need**

Complex needs requiring multi-agency assessment and coordinated intervention.

#### **Level 4 – Specialist / Child Protection**

High risk of significant harm requiring immediate safeguarding response.

These levels are embedded in our responses to well-being concerns.

### **2. Well-being Scale and Response (Aligned with Barnsley SCP Thresholds)**

#### **Level 5 – Very High Well-being**

Child is relaxed, energetic, confident and fully engaged.

#### **School Response**

- Universal offer (BSCP Level 1)
- No concerns; sustain high-quality practice.

#### **Level 4 – High Well-being**

Child expresses feelings appropriately and manages routines with confidence.

#### **School Response**

- Universal offer (BSCP Level 1)
- Monitor for changes; maintain supportive environment.

### **Level 3 – Moderate Well-being**

Child is generally settled but shows mild anxiety, occasional dysregulation or uncertainty.

**School Threshold:**

Emerging Need → Universal+

Barnsley Threshold: Level 1–2 (Early Help if concerns persist)

**Actions:**

- Class-based adjustments
- Increased check-ins
- Record concerns on CPOMs
- Discuss with parents
- Notify SENCo/Wellbeing Lead
- Review in 3–4 weeks

If concerns increase or persist → consider Early Help (BSCP Level 2).

### **Level 2 – Low Well-being**

Child frequently shows emotional discomfort, withdrawal, ongoing anxiety or dysregulation.

**School Threshold:**

**Targeted Support Required**

**Barnsley Threshold: Level 2 (Early Help)** and may progress to **Level 3 (Child in Need)** depending on impact.

**Actions:**

- Personalised assessment (e.g., Motional)
- Targeted Action Plan
- Regular parent meetings
- Time-bound interventions (e.g., pastoral sessions, SEN support)
- Consider Early Help referral with consent
- Review every 4–6 weeks

If concerns escalate or impact daily functioning/safety → move to Level 3 Child in Need threshold.

### **Level 1 – Very Low Well-being**

Child presents with significant distress, withdrawal, emotional shutdown, heightened risk or unsafe behaviours.

**School Threshold:**

Specialist Intervention and Safeguarding Consideration

Barnsley Threshold: Level 3 (Child in Need) or Level 4 (Child Protection) depending on risk.

**Indicators for BSCP Level 3/4:**

- Severe anxiety or mental health crisis
- Suicidal talk or self-harm (disclosure or intent)
- Persistent emotional neglect indicators
- Significant behaviour posing risk to self or others
- Complex SEMH needs requiring multi-agency coordination
- Parental factors significantly impacting safety

**Actions:**

- Immediate involvement of DSL, SENCo, Wellbeing Lead
- Contact with parents/carers (unless unsafe)
- Risk/safety plan
- Referral to external agencies (CAMHS, Compass Be, Social Care)
- Daily monitoring
- Multi-agency meeting
- Formal review within 2–4 weeks or sooner

Where risk is immediate → Contact Social Care via MASH (BSCP Level 4).

### 3. Combined Framework: Well-being, SEMH and Safeguarding Thresholds

Well-being Level	School Support Tier	Barnsley SCP Threshold	Examples of Action
5–4	Universal	Level 1	Curriculum-based wellbeing, emotion coaching, monitoring
3	Universal +	Level 1–2	Check-ins, early strategies, parent discussion, CPOMs
2	Targeted	Level 2–3	Targeted plan, pastoral work, Early Help, Motional plan, Branching Minds referrals
1	Specialist / Safeguarding	Level 3–4	Crisis planning, multi-agency involvement, CAMHS, Social Care

### 4. Recording and Monitoring Responsibilities

- **CPOMs:** used to record concerns, triggers, patterns and actions
- **Wellbeing Register:** updated by Wellbeing Lead and reviewed half termly or more frequently in line with changing needs
- **SEND Register:** cross-referenced where appropriate
- **Assess–Plan–Do–Review cycles:** used consistently at all stages
- **Escalation:** always aligns with BSCP thresholds and follows school safeguarding procedures

### 5. Staff Expectations and Professional Responsibility

All staff must:

- Understand and use these thresholds
- Recognise early signs of distress or changing well-being
- Record factual concerns promptly
- Seek guidance from DSL/Wellbeing Lead/SENCo
- Escalate without delay if risk meets Barnsley Safeguarding Level 3 or 4
- Communicate sensitively with parents and professionals

## Appendix D- Overview for families

At Thurgoland C of E Primary School, we want every child to feel happy, safe and confident. We work in close partnership with families to support children's mental health, wellbeing and social, emotional and mental health (SEMH) needs.

We provide support at different levels depending on a child's needs. This graduated approach helps us ensure children receive the right help, at the right time, in the right place.

### **Working in Partnership with Parents and Carers**

- You are a vital part of your child's wellbeing support.
- Early communication helps us identify needs and provide effective support.
- Children's voices are included wherever possible in decisions about support.
- All support is treated confidentially; however, information may be shared with other professionals if there are safeguarding concerns.

### **Universal Support (For All Children)**

**Who this is for:** Every child, regardless of need.

**What support looks like:**

- Teaching emotional wellbeing and mental health through PSHE/RSHE and the wider curriculum
- Opportunities to take part in clubs, events, collective worship and pupil leadership roles
- Support to understand emotions, build positive relationships and develop resilience
- Ongoing monitoring of attendance, behaviour, friendships and general wellbeing
- Whole-class wellbeing screening using tools such as Motional at key points during the year

**When parents may hear from us:**

- If staff notice small or occasional changes in wellbeing
- To share supportive strategies or check how things are going at home

### **Universal + Support (For Emerging Needs)**

**Who this is for:** Children who may show some worries, low confidence or emerging emotional needs.

**What support looks like:**

- Increased check-ins with a trusted adult
- Additional classroom strategies (e.g. calm spaces, visual routines, regulation tools)
- Guidance and involvement from the Wellbeing and Mental Health Lead (DMHL) or SENCo
- Small group or workshop-style interventions, including those delivered by school staff or Compass Be

**What parents can expect:**

- A conversation with you and your child about what has been noticed
- A simple, shared plan agreed together
- A review of progress after around 3–4 weeks, with adjustments if needed

### **Targeted Support (For Children Who Need Extra Help)**

**Who this is for:** Children whose wellbeing or SEMH needs are affecting learning, friendships or daily life.

**What support looks like:**

- A personalised support plan created with parents and the child
- Regular sessions with a key adult or Learning Mentor
- Small group or 1:1 support focusing on emotional regulation, resilience or social skills
- Targeted interventions or referrals to services such as Compass Be or School Nursing

**What parents can expect:**

- Clear communication about the support in place
- Regular review meetings (usually every 4–6 weeks)
- Joint evaluation of progress and next steps
- Discussion about an Early Help assessment if additional multi-agency support is required

## **Specialist Support (For High Needs or Risk)**

**Who this is for:** Children experiencing significant emotional distress, mental health difficulties or safety concerns.

### **What support looks like:**

- Close working with parents and external professionals (e.g. CAMHS, TADS, Social Care)
- Individual safety or crisis planning where required
- Specialist or intensive support
- Frequent monitoring and review

### **What parents can expect:**

- Immediate action where safety is a concern
- Clear communication and involvement in decision-making (unless this would place a child at risk)
- Escalation to statutory services where safeguarding thresholds are met

### **Keeping Track and Reviewing Support**

- Children receiving additional support may be recorded on the school's Wellbeing Register
- Support is reviewed regularly and adapted as needs change
- Children may move on or off the register depending on progress

If you have concerns about your child's wellbeing at any time, please contact your child's class teacher, the Wellbeing Lead, PSA or the school office who will ensure your concerns are shared with the appropriate member of staff.