

# School mental health provision map



**Cloughwood**  
Academy

## Stage 0 – Universal support, pastoral responses to general concerns.

*These concerns are categorised as short periods of feeling like a person is not able to cope. These will be incidents which cause distress but do not seem to have long term or lasting impact on wellbeing.*

<p>What are the concerns?</p> <p>Examples are:</p> <ul style="list-style-type: none"> <li>• Friendship difficulties, falling out, arguments.</li> <li>• Loss of a pet.</li> <li>• Minor illness</li> <li>• Low level worry which requires reassurance such as before a test, transitions etc.</li> <li>• Short term academic stress</li> </ul>	<p>Who will support with this?</p> <ul style="list-style-type: none"> <li>• Class teacher</li> <li>• Class TA</li> <li>• Pastoral support.</li> </ul>	<p>What are our responses?</p> <ul style="list-style-type: none"> <li>• Listen and reassure</li> <li>• Staff member to share information with appropriate staff and monitor the concern. If the concern escalates to a higher stage, then notify DSL.</li> <li>• Positive reward system – whole school approach</li> <li>• Individual meet and greet in the morning.</li> <li>• Boxall profile for all students.</li> <li>• Celebration assemblies.</li> <li>• The Cloughwood way is taught across the school.</li> <li>• If the issue does not resolve itself then move to stage 1.</li> </ul>
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## Stage 1 -Universal support, response to low level incidences and concerns

*These concerns are categorised as those which are longer term and beginning to impact on the welfare and academic progress of the child.*

<p>What are the concerns?</p> <p>Examples are:</p> <ul style="list-style-type: none"> <li>• Sustained periods of not feeling able to cope.</li> <li>• Long term or repetitive friendship problems.</li> <li>• More significant anxiety in class or surrounding a specific element of school/ homelife despite support from class teacher/ta.</li> <li>• Divorce of parents</li> <li>• Bereavement of extended family member (not parent/guardian/ sibling)</li> <li>• Emotional response to upsetting event which causes a period of</li> </ul>	<p>Who will support with this?</p> <ul style="list-style-type: none"> <li>• Pastoral team to support directly or advise class TA/teacher.</li> </ul>	<p>What are our responses?</p> <p>As in stage 0 plus:</p> <ul style="list-style-type: none"> <li>• Ensure all staff are told and asked to monitor.</li> <li>• Class teacher to contact parents/carers to discuss concerns.</li> <li>• Direct pastoral support from pastoral team (either short or longer term).</li> <li>• Referral to school councillor for either independent sessions or group sessions.</li> <li>• Nature to nurture time with forest school teacher.</li> <li>• Access to art therapy in school.</li> </ul>
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<p>distress, but which does not cause a specific safeguarding concern.</p>		<ul style="list-style-type: none"> <li>• Students encouraged to take a 'minute' with the pastoral team at any point in their day.</li> <li>• If concern continues or increases in severity move to tier 2</li> <li>• If concern is managed or decreases, consider moving down to tier 0.</li> </ul>
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## Stage 2 – Targeted support planned interventions in school to address mental health concern.

*A sustained concern which is affecting the wellbeing and possibly academic progress of the young person. These could be long term concerns over anxiety, mental health or depression or a response to a incident graded at tier 2.*

<p>What are the concerns?</p> <p>Examples are:</p> <ul style="list-style-type: none"> <li>• Persistent low mood/ ongoing emotional regulation difficulties/ anxiety.</li> <li>• Attachment difficulties and triggered responses.</li> <li>• Bereavement of close family member (parent/guardian/sibling)</li> <li>• Historic abuse which causes legacy mental health distress.</li> <li>• Self-harm</li> <li>• Suspected eating disorder.</li> <li>• Risky behaviour.</li> <li>• Questioning gender identity or sexual orientation leading to any of the above (questioning sexual orientation or gender identity is not a mental health difficulty).</li> </ul>	<p>Who will support with this?</p> <ul style="list-style-type: none"> <li>• Pastoral team</li> <li>• DSL</li> <li>• SLT</li> </ul>	<p>What are our responses?</p> <p>As in stage 1 plus:</p> <ul style="list-style-type: none"> <li>• Pastoral lead or SLT to contact parents.</li> <li>• Log concern on CPOMS</li> <li>• In school support with school councillor whilst considering or waiting for external support.</li> <li>• External referrals to be considered to CAHMS, Early help, young carers, Remedi, school health,</li> <li>• TA/class teacher responsibility to monitor and report any concerns immediately through CPOMS and report to SLT in person.</li> </ul>
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## Stage 3 Personalised support – Professional referral to high level mental health concerns.

*Serious and possibly life-threatening incidents which require professional intervention outside of school.*

<p>What are the concerns?</p> <p>Examples are:</p>	<p>Who should deal with this?</p>	<p>What is our response?</p> <p>As in stage 2 plus:</p>
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<ul style="list-style-type: none"> <li>• Diagnosed anxiety disorder/depression.</li> <li>• Disclosure of incident of witnessed domestic abuse.</li> <li>• Disclosure of direct abuse (physical, sexual, emotional, neglect etc)</li> <li>• Sustained self-harm</li> <li>• Suicide ideation or attempts.</li> </ul>	<ul style="list-style-type: none"> <li>• Report to DSL face to face immediately and follow up with written concern on CPOMS.</li> </ul>	<ul style="list-style-type: none"> <li>• Direct, immediate support from DSL/pastoral team if the concern becomes apparent in school, then move the student to a safe space so they can talk to appropriate adult.</li> <li>• DSL to consider appropriacy of contacting parents/ carers as soon as possible.</li> <li>• If a safeguarding disclosure is made follow the safeguarding policy.</li> <li>• DSL to consider consultation with children's social care.</li> <li>• Following any incident DSL to consider a risk assessment on the basis of safeguarding for suitability of student to be in school.</li> <li>• DSL/pastoral team to update student safety plan.</li> <li>• SLT to consider a reduced timetable, if appropriate and in agreement with parents/carers SENCO to inform local authority.</li> <li>• DSL to work in tandem with external professionals to support student through school-based support detailed in stage 2.</li> </ul>
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