

Holymead Primary School
Pupil Mental Health and Wellbeing Provision Map 2022-23

Universal Provision: These concerns are characterised by short-term periods of feeling low or unable to cope. They may be caused by 'normal' situations that are a part of daily life. There is no long-term impact on wellbeing.

Proactive

Inclusive, whole school RRS ethos based on trust and respect
 Consistent boundaries with visually supported reminders about playground behaviour and rules
 Age-appropriate PSHC curriculum promotes positive messages; challenges children to think; enables children to explore; provides self-help strategies and tools
 Open door policy for both parents and children; parents and children know they are listened to
 Positive behaviour management strategies used consistently across the school
 Assemblies (class, year group, whole school) explore issues that can cause concern and introduce strategies for wellbeing
 Class circle times and stories used informally to address any emerging issues
 Lessons and newsletter articles to develop on-line safety awareness for parents and pupils
 Structured activities: Gardening club, pupil wellbeing group

School (Targeted) Intervention: These concerns are characterised by long-term periods of feeling low or unable to cope. There is beginning to be an impact on wellbeing and academic progress.

Ensure all adults involved are aware of the situation
 Provide individual approach. For example:

- Set targets for child (Bristol SEND Support Plan)
- Informal support plan (e.g. come into school via front door, come in early to 'do a job', lunch buddy, reward system, assigned adult to 'check in' with)
- Put child on SEND register so that parents have access to termly (3 times per year) consultations with teachers and children have individual targets and interventions to support their need.

Lunchtime staff have information about potentially vulnerable pupils and how to support them
 Parent meetings
 SENDCo consultation to begin to discuss specialist support.
 SENDCo (with support from the class teacher) provide letters to other agencies
 Parents signposted to targeted training/workshops on specific problems (e.g. anxiety)
 Individual and paired bespoke activities
 Drawing and talking therapy
 Lego therapy
 Dance and Movement therapy
 If the concern continues to get worse, move up a level
 If the concern is mediated, move down a level after discussion with class teacher and parents

Specialist intervention and support sought – Persistent and on-going difficulties which continue despite school intervention and support or sudden and serious incidents which required professional intervention but can still be supported in school.

FLW or SLT to contact parents
 Log concern with DSL (if appropriate) this could include contacting Social Services
 Ensure all adults involved are aware of the situation
 Continue with in-school support/interventions with member of pastoral team whilst considering or awaiting external agency support
 Early Help Referral
 External Agency referrals to be considered by SENDCo/SLT/FLW – possibly to one of the following agencies:

School Nurse	Paediatrician
CAMHS/ Primary Mental Health Specialist	Speech and Language Therapist
Occupational Therapy	Social Care
Educational Psychologist	Families in Focus
Winston's Wish	Safer Options Team
Young Victim Service	Bristol Autism Team
Carers Support Service	Sensory Support Services
Be Safe	Educational Welfare Services

