



Tynsel Parkes Social, Emotional, Mental Health and Wellbeing Provision.

Global Strategies – Most people's needs can be met by utilising these strategies, preventing the need for intervention in most cases.

Concerns	How to support?	Who can support?
- Low level worry or stresses. - Family adjustments - Academic struggles. - Friendship problems. - Past mental health concerns that need monitoring. - Minor illness - Transitions in school or at home. - Low level social media concerns.	- Worship –Church, School & Class - PSHE Curriculum – promoting self-help tools and strategies. - Utilising Emotional Coaching. - Relational and restorative practice used throughout the school. - School Council. - Wellbeing Champions. - School Lunchtime Clubs. - Worry Boxes. - Classroom reflective area. - Circle Time. - Wear and Share. - Community Help. - Log any safeguarding concerns on My Concern. - Parent/child Workshops. - Signposting to those appropriate for further intervention. - Regular signposting for staff, children, and parents to appropriate resources via newsletters and social media.	- Senior Leadership Team (SLT) - Designated Safeguarding Leads (DSL/DDSL) - SENDCO - Class Teachers (CT) - Teaching Assistants (TA) - Office Staff (OS) - Lunchtime Supervisors (LS) - Educational Mental Health Practitioner (EMHP)

Targeted Intervention – For those individuals or in a group, where concerns are over an extended period, impacting their academic, social, emotional, mental and wellbeing.

Concerns	How to support?	Who To support?
• Poor attendance • Sensory issues. • Sleep difficulties. • Eating difficulties. • Significant change in the family structure. • Inability to regulate (can be displayed as anger, avoidance, ambivalence, flight risk.) • Persistent low self-esteem and or little resilience. • Long term peer relationship break down. • Death of a significant other. • High level of anxiety/worry. • Persistent digestive / cognitive /motor displacement. • Internalised and externalised behaviours (e.g. self-isolation, emotional withdrawal, and confrontational and persistently disruptive behaviour)	• Monitor the behaviour (charts, logbook) • Communication with all adults involved. • Parent/carer meeting. • Individual Approach (targets, inform plan.) • Weekly “Check Ins”. • Play Therapy (Group/Individual) • Child on SEN register where appropriate. • Refer to EMHP for individual or group interventions. • SENDCo consultation. • Log any safeguarding concerns on My Concern. • Whole school and parent/carer targeted approach through training and workshops. • Regular monitoring of concerns to assess if level of intervention needs to be escalated or de-escalated. • Consultation with specialist behaviour support via local SEMH school, SEND Inclusion Hub and a Specialist Leader in Education	• Senior Leadership Team (SLT) • Designated Safeguarding Leads (DSL/DDSL) • SENDCo • Class Teachers (CT) • Teaching Assistants (TA) • Office Staff (OS) • Educational Mental Health Practitioner (EMHP) • Occupational Therapist (OT) • Speech And Language Therapist (SALT) • Early Help • Staffordshire Families Integrated Front Door (SFIFD). • Additional outside agencies – GP, Malachi, Pyramid Group. SUAT support, SEDIS • SEND Inclusion Hub • Specialist Leader in Education

Specialist Intervention – For individuals with persistent difficulties due to a sudden and critical incident or continued difficulties despite “Targeted Interventions”, which may require additional professional interventions within the school remit.

Concern	How do we support?	Who supports?
• School Refusal • Severe Sleep Problems • Suspected Eating Disorder • Gender/ Sexual Confusion • Risky Behaviours • Domestic Abuse/Violence/Turmoil • Profound Attachment Disorders with triggered responses • Self-Harm • New or difficulty in managing a diagnosed neurological/physical condition (ADHD/ASD/Dyslexia/Tourette Syndrome/Cancer/Epilepsy) • Friendship dissolution with no resolution resulting in no social interactions with peers/adults. • Severe Anxiety /Worry • Acute Low Self-worth/Resilience • Sudden/violent death of family/friend • Behavioural Disorder • Suicidal thoughts/actions	• Continue all “Targeted Interventions” unless directed. • Immediate contact and regular communication with parents/carers • Log any safeguarding concerns on My Concern • If applicable contact Staffordshire Families Integrated Front Door (SFIFD). • /Social Services • Early Help referral – Children and Family Wellbeing Service. • External Agency Referrals – EP Services, Educational Psychologist (EP), Speech Therapist (SALT), Occupational Therapist (OT), Play Therapist (PT), Child Psychotherapist (CP) • External Services Referrals –Malachi, Autism Outreach, Pyramid, CAMHS. • EHCP evaluation. • Continual support to all Staff involved/effected on all levels.	• Senior Leadership Team (SLT) • Designated Safeguarding Leads (DSL/DDSL) • SENDCO • Class Teachers (CT) • Teaching Assistants (TA) • Office Staff (OS) • Educational Mental Health Practitioner (EMHP) • External Agency/Services– EP Services, Educational Psychologist (EP), Speech Therapist (SP), Occupational Therapist (OT), Play Therapist (PT), Child Psychotherapist (CP), Malachi, Autism Outreach, Pyramid, CAMHS. • Staff Occupational Health • Pastoral Team

Tynsel Parkes Academy endeavours to create a safe, nurturing, inclusive culture and this is a whole school approach which incorporates our core values and vision.

Our School Vision:

Tynsel Parkes CE Primary Academy is a welcoming community, providing a nurturing environment where everyone is valued and loved. We strive to be a community where everyone works for the good of everyone else. “Dear friends, let us love one another, all love comes from God.” – 1 John 4:7. Encouraging all to be compassionate, confident, and responsible individuals who positively contribute to the world we live in. We strive for excellence in all we do, by working our hardest and always seeking to improve, we grow and learn with happiness, treating one another with kindness and respect. This is reflected through our living motto practised throughout the Academy, ‘Loving & Learning Together’.

All staff have up to date DBS's and have had Safeguarding level 1 training.

All CTs and TAs have had training in Reflective Listening, Emotional Coaching, ‘Beliefs, Values and Attitudes to Behaviour’. Additionally, all staff have access to The National College Resources to gain any additional CPD training.

Useful Resources

Secure emotional Foundations for Learning:

www.annafreud.org, www.mind.org.uk, www.sane.org.uk, www.youngminds.org.uk,

Self-Regulation, behaviour, and anxiety:

<https://www.samaritans.org/> , <https://www.beateatingdisorders.org.uk/> , www.childline.org.uk

Trauma and significant life events:

www.winstonswish.org, www.youngminds.org.uk www.childbereavement.org.uk,
www.stgileshospice.com/how-we-can-help-you/our-care/bereavement-support/support-for-adults/
www.cruse.org.uk/,
www.nspcc.org.uk

Mental Health Helplines and charities

Mental Health Foundation: Information and support for anyone with mental health problems and learning disabilities.

Mind: A charity that provides advice and support for people experiencing a mental health problem. Call: **0300 1233 393**

Rethink Mental Illness: Support and advice for people living with mental health problems. Call: **0300 5000 927**

Samaritans: Providing a 24 hr online and phone support for people in distress. Call: **116 123**

SANE: Out of hours charity offering emotional support guidance and information. Call: **0300 3047 000 (4.30pm-10.30pm)**