01

Universal / Quality First Teaching

Meet the needs of most children without additional interventions

Early Identification & Targeted Support (Getting Help) 02

To provide structured, school-led, short- to medium-term interventions for children whose emotional or mental health needs are not fully met by Level 1 strategies. These children may not yet require referral to specialist services but need enhanced support.

School Evaluation

Review, Monitor & Adapt

To provide a highly specialist, long-term provision.
Ongoing statutory support, frequent reviews, and close coordination between education, health, and social care.

Kingslea Primary School
Graduated Response to Children's Mental Health

Targeted Interventions 03
(Getting More Help)

To provide specialist, coordinated support through multi-agency involvement, aiming to stabilise and improve the child's emotional wellbeing and functioning in school.

It bridges the gap between school-led intervention and formal safeguarding or clinical mental health pathways

04 Specialist Support / High Risk

To ensure the immediate safety and protection of the child through urgent, statutory intervention. It focuses on managing high-risk situations and securing the right care, environment, or intervention for the child's safety and recovery.

Level 1

01 Ordinarily Available Inclusive Practice (OAIP)

Delivered as part of quality first teaching
Adjustments that support all learners without the need for specialist input
Includes:
Visual timetables
Calm and consistent routines
Predictable transitions
Access to a calm space or quiet time
Emotion coaching and co-regulation
Class-wide PSHE promoting mental health
Valued behaviours poster for classroom

02 Teacher/TA 'Time to Talk'

Regular check-ins (e.g. 1x or 2x per week) with a trusted adult

Safe space to talk about feelings, worries, or things going well

Builds connection and trust

03 Daily targeted 'Meet & Greet'

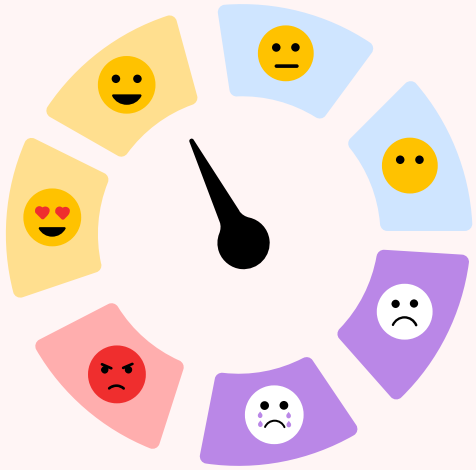
Staff greet the pupil warmly at the start of the day
Helps reduce anxiety and build a sense of safety and routine
Opportunity for informal emotional check-in

04 Emotional Check-ins (AM/PM)

Short daily check-ins using visual tools
Teacher or TA notes any changes in mood or patterns over time
Check-outs at the end of the day help children reflect and feel closure

OAIP – Classroom-based inclusive strategies: Implement reasonable adjustments via quality-first teaching (e.g. clear routines, visual timetables, calm/safe spaces, emotion-literacy displays, consistent scripts, emotion coaching, visual supports)

Therapeutic Thinking culture: An inclusive ethos rooted in internal motivation, with shared language and understanding across staff and pupils.



05 Daily Reflection Time

End-of-day reflection with a staff member or as a whole class

Encourages self-awareness (e.g. “What went well today?”, “What was tricky?”, “What helped?”)

Opportunity to reinforce positive coping skills

06 Supportive Relationships

Prioritise attachment-aware practice

Consistency in key adults; use of a 'go-to adult'

Staff are emotionally available and responsive

Level 1

Common Language 07

Staff use shared language around feelings and regulation)

Adults model and scaffold emotional language

Children supported in naming and managing emotions

08 Record Keeping & Review

Staff keep informal notes on emotional check-ins or concerns

Progress discussed at class team meetings

If concerns persist or increase, move to Level 2 support, involving small group work or more structured interventions

Children Who Might Benefit at Level 1

Showing signs of low mood, withdrawal, or anxiety

Difficulty settling into the day or with transitions

Change in friendships or social behaviour

Bereavement / Loss

Change to family circumstance/family stress

Assessment anxiety

02 Targeted Interventions & Therapeutic Approaches

ELSA /EBSA (Mrs Howard)
Drawing and Talking, Lego Therapy, Emotion Coaching Groups
Small-group interventions focused on:
Self-esteem
Resilience
Friendships and social skills
Managing anxiety or worries

01 Increased Adult Support & Monitoring

Informal mentoring from a consistent adult (Class TA, Mr Paton or Mr Berry)

Weekly or twice-weekly sessions
Focus on relationship-building, problem-solving, and emotional literacy

May include creative tools (drawing, journaling, games)

Key Adult or Go-To Person named for emotional support and regulation

03 Forest School / Outdoor Nurture

Structured sessions in outdoor settings with Mr Gear to support:
Emotional regulation
Social communication
Confidence and risk-taking in a safe way
Small groups
Helps children who struggle in classroom environments regulate and re-engage

Level 2

04 Safe Spaces and Regulation Support

Identified calm space or regulation area accessible as needed
Use of sensory tools, fidget boxes, and quiet time with staff support
Emotional regulation strategies co-developed with the child

05 Family/Carer Involvement

Initial meeting between teacher and parents to explain support and hear family perspective
Home–school communication log if helpful
Guidance offered to families via school Parent Portal (e.g. sleep, routine, anxiety tips)
WOWSI / Family Support from Mrs Russell after referral from teacher.

Level 2

07 When to Escalate to Level 3

If needs continue or increase despite targeted support

If child is at risk of harm, persistent school refusal, or unresponsive to multiple interventions

Referral to SPOA, CMHL, CAMHS, school nurse, or educational psychology consultation service may be considered

06 Record Keeping & Review

ABCC behaviour tracking

Safety & Support plan or provision map in place (agreed with Mrs Barrett)

SMART outcomes linked to well-being

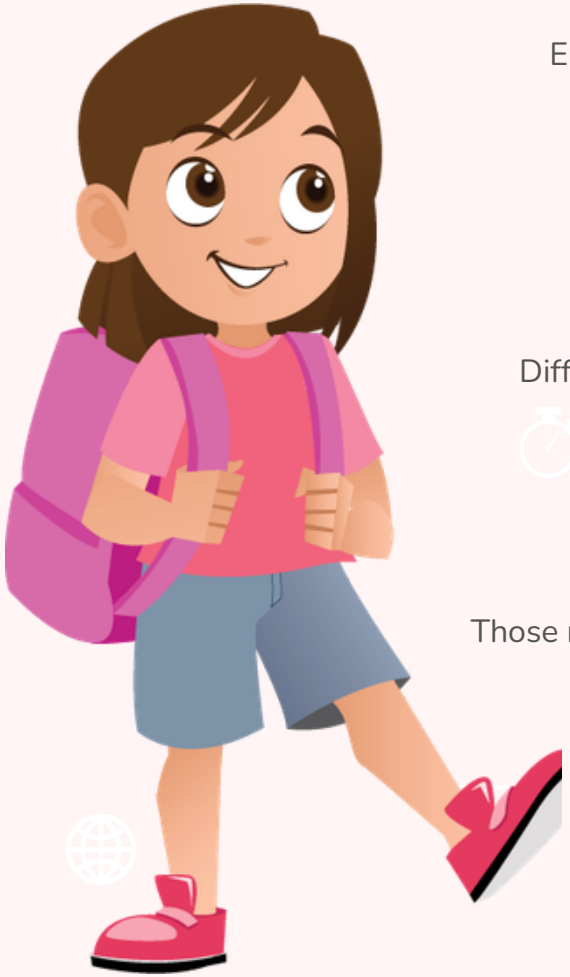
Reviewed every 6–8 weeks

Therapeutic Thinking flowchart: Teachers use this to decide level of need and appropriate next steps alongside reduced paperwork.

Children Who Might Benefit at Level 2

Increasing anxiety or distress

Emotional outbursts or dysregulation



Impact on learning or attendance

Difficulty forming/maintaining friendships

Those not responding to Level 1 interventions

Withdrawal or sadness over a period of time

Level 3

01 Targeted Interventions (Getting More Help)

Individualised support plans:
Therapeutic Tree framework
Enhanced pastoral pathways
OAIP's tier-2 strategies
Multi-agency liaison: Collaborate with Mrs Barrett, Mrs Russell , Early Help DST

02 Referral to Outside Agencies

CAMHS
ASCT
LBAT
SALT
Early Help

Requires evidence of:
Interventions tried at Levels 1 and 2
Functioning impact (learning, attendance, safety, etc.)
Informed parental consent

03 Use of In-house Counsellors or Therapeutic Support (if available)

1:1 school-based counselling, Mrs Crooks, Vivienne Goffe (Spurgeons) or Helen Taylor (Thomas Bennett)

Sessions tailored to individual needs (e.g. trauma, grief, anxiety)

Time-limited (e.g. 6–12 weeks) but intensive

Reviewed with VPT

04 Early Help / Designated Schools Team (DST) Referral

Multi-agency support for families with wider needs

Coordinated by the Early Help Keyworker or DST Practitioner

Can provide:

Parenting support
Housing or financial advice
Family mediation or youth work
Signposting to domestic abuse or addiction services

Decision for further referral to IFD could be made at this point.

05 Team Around the Family (TAF) / Multi-agency Planning

Regular TAF meetings involving:
Teacher/TA feedback/input
Parents/carers
Mrs Barrett/Mrs Russell/Mrs Payne or Mrs Howard
External professionals (e.g. CAMHS, Early Help, EP)
Shared goals and responsibilities agreed
Central plan with termly review

Level 3

06 Possible Additional Support or Referrals

Educational Psychology Service (EPS) for enhanced consultation
WSAPC (Alternative Provision)
Reaching Families
Healthy Child Programme
Virtual School / Social Care if child is LAC/CiN/CP
Young Minds
Anna Freud
MAMHET (Year 6)

07 Record Keeping & Review

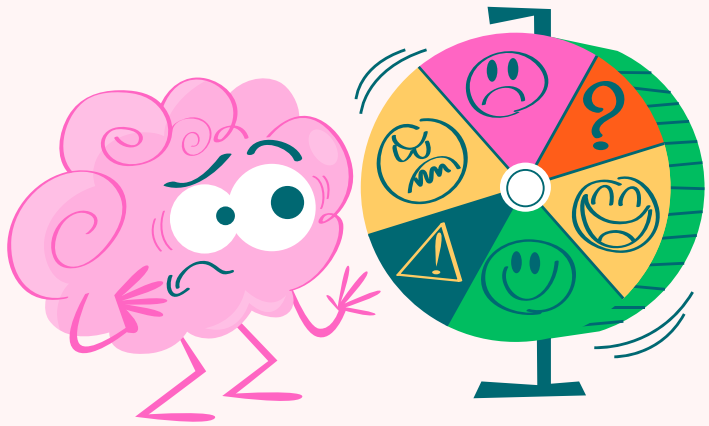
As with Level 2 :
Safety & Support plan or provision map in place (agreed with Mrs Barrett)

SMART outcomes linked to well-being

Reviewed every 6–8 weeks

Including:
Close collaboration with Year 6 transition leads and receiving secondary schools
Pupil Entitlement

Individual transition plans (e.g. visits, social stories, key adult meetings)



Children Who Might Benefit at Level 3

Persistent school refusal linked to mental health

Long-term mental health diagnosis (e.g. anxiety disorders, depression)

Self-harm, suicidal ideation, or trauma

Families needing whole-family support

Complex emotional dysregulation with frequent crises

Significant impact on learning, relationships, attendance, or safety

Level 4

01 Specialist Support / High Risk

Structured referral process:
Use Therapeutic Thinking Flow Chart requiring evidence of OAIP strategies

02 External escalation

For persistent or risky behaviour, refer through OAIP-level trigger points into IFD, CAMHS, Education Psychologists, WSAPC-Alternative Provision

03 Risk & Safeguarding Planning

Where appropriate, conduct individual risk assessments and create safety plans (e.g., for self-harm or violence), aligned with OAIP guidance .

Therapeutic Thinking Plan

To protect the child's safety and well-being where there is a high level of risk to themselves or others, or where mental health needs are linked to safeguarding concerns (e.g. neglect, abuse, exploitation, family breakdown, trauma).

This level goes beyond school-based support and requires multi-agency safeguarding or clinical pathways.

04 Referral or Escalation to Specialist Mental Health Services

CAMHS Duty or Crisis Line if child is at imminent risk (e.g. suicide risk, breakdown in functioning)

Emergency GP appointment or A&E mental health liaison

Crisis support plan led by CAMHS or Tier 3/4 services

May require multi-agency safety plan and urgent care coordination

05 Multi-Agency Strategy and TAF Meetings

Led by Social Care or CAMHS depending on risk

Regular meetings to coordinate school, home, health, and social care input

Involves:
Feedback/input from Teacher/TA
Mrs Barrett, Mrs Russell, Mrs Payne or Mr Conway
Social worker
CAMHS practitioners
Early Help or Family Support Worker (where applicable)

06 Provision Review and Risk-Managed Placement Planning

Consider alternative provision if mainstream placement is no longer safe.

May trigger:
Emergency EHCP request
Placement with short-term PRU / SEMH unit support
Extended home learning with risk-mitigated reintegration plan

Level 4

07 Family Support and Safeguarding Input

Child may become:

Child in Need (CiN) or subject to a Child Protection Plan (CP)
Family may receive parenting support, mental health input, housing assistance
School works in partnership but safeguarding is led by Social Care

08 Record Keeping & Review

As with Level 2 & 3:

Safety & Support plan or provision map in place
SMART outcomes linked to well-being
Reviewed every 6–8 weeks
Following recommendations from outside agencies
Regular contact with services
Recording incidents and plans on CPOMS
Safety plans shared with relevant staff

Children Who Might Benefit at Level 4

Disclose or are suspected victims of abuse, neglect, exploitation, or domestic violence

Presenting with suicidal ideation, serious self-harm, or mental health breakdown

Pose a serious risk to others or themselves in school

Are missing from education, at risk of criminal exploitation or undergoing family breakdown

School Evaluation

01 Review, Monitor & Adapt

Assess–Plan–Do–Review cycle: Follow termly cycle using OAIP and Therapeutic Thinking early-prognosis tools to monitor outcomes.

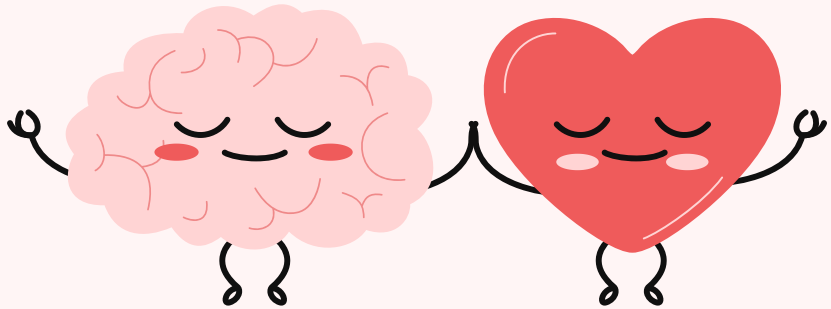
02 Policy & culture evolution

Leadership regularly revisits behaviour policy, updating scripts and consequence frameworks, embedding shared language

Feedback loops: Includes pupil voice, parent feedback, and case tracking to ensure strategies are effective.

03 Resources

OAIP
Policies
Therapeutic Thinking Tools
Kingslea Parent Portal
ABCC Forms
Observation
Executive Function Checklist
Comic Strip Stories
Day in the Life
EBSA Tools

04 Network Support

Assistant Headteacher attends termly network meetings- share best practice, resources and signpost to initiatives.