



Bishop David Sheppard

CE Primary School

Following Jesus, together we succeed

Emotional Health and Well-being Graduated Response Strategy

UNIVERSAL OFFER

At Bishop David Sheppard CE Primary this is what all children receive as part of everyday life in school. We work with parents and multi agencies to identify localised issues and use our knowledge of them to continually improve our core offer and ensure it is relevant to our school community. Every year is different as we identify overarching themes and issues. We also use the Sefton Emotional Health and Well-Being toolkit to support this.

- Robust safeguarding
- Signposting to reputable on-line support
- Leaflets sent out through Twitter and Parent Apps
- Behaviour and Anti-bullying policy – adjusted for specific individual needs when necessary
- Equality and Diversity Policy
- Rights Respecting Schools
- PHSE curriculum
- Relationships and Sex Education Curriculum
- Christian values
- British Values
- Engaging and vibrant curriculum
- Quality First teaching
- Outdoor learning – Nature friendly schools
- Pupil Voice captured through School council/Eco council/Ethos Council
- Daily mile
- Pastoral mentor

IDENTIFICATION/STAGE ONE

At Bishop David Sheppard CE Primary we have developed a graduated response to Emotional Health and Well-Being. We have ensured that developing the Emotional Health and Well-Being of Children is embedded into every aspect of school life. Although we use a

graduated response system, we also recognise that children are individuals and so our response to their needs is based on what we believe will work best for them. It also means that while a graduated response is effective for most pupils, at other times, other pupils will need a different response. This graduated response is part of our school improvement/assessment cycle. Although teachers can raise concerns at any time, we also use pupil progress meetings to identify any barriers to learning. It also runs alongside our SEND policy, Our Pupil Premium Strategy, our Curriculum and Safeguarding.

- Adjustments to QFT and classroom practice to meet the needs of children e.g. ASD/Diabetes/Dyslexia
- Working with parents and children to identify a need and signposting to appropriate agencies (see Emotional Toolkit)
- Using Pupil Progress meeting to identify needs – build into the Provision Map
- Pupil voice
- Adjustments to Behaviour Policy as needed to meet the needs of specific children
- Parenting workshops for identified needs

TARGETED SUPPORT/STAGE TWO

Once a need is identified by a parent, a member of staff or a lead professional we will meet to identify the most appropriate targeted support. This is usually a bespoke offer based on the needs of the child.

- Senior Mental Health Lead – trained through Place2Be, liaising
- Monthly with MHST (Mental Health Support Team) to identify children and plan provision for children and families
- ELSA – Emotional Literacy Support Assistant – a member of staff is now fully trained and has an allocated time in the week to put in place interventions for identified children. Outcomes will be tracked and reported
- Kooth – signposting children 10+
- Independent Speech and Language Therapist commissioned to provide additional support for children within the school environment
- EMHP – Education Mental Health Professional with identified children and parents to support them
- Parenting 2000 (SEAS) – school commission trained counsellors
- Lego therapy
- Relax Kids
- Early Help Plans to support identified families

SPECIALIST SUPPORT/STAGE THREE

- Education Psychologist
- CAMHS
- Specialist Therapeutic Services

SUPPORT FOR STAFF

- Qwell
- Culture of school – open and supportive
- Wellbeing staff questionnaires
- Open door policy
- Work life balance agenda