

Our Response to Wellbeing Support at TPF

This is our Social Prescription

Wellbeing should be threaded through the curriculum.

Share 3 good things from the day regularly, promote positivity

Chance to talk and check in

Level 1 (Whole school/ class)	When used	Who responsible
<ul style="list-style-type: none"> • Whole school approach- governors, teachers, TA's, MSA • PSHE curriculum • Zones of Regulation • Culture of positivity (BLP and Growth Mindset) • Assemblies- NSPCC, celebrations • Nurture UK approach to teaching and learning • Emotional literacy books • Class discussion/ Circle Times • Emotional wellbeing toolbox • Online safety for pupils and parents • Peer mediators/ Play Leaders 	<ul style="list-style-type: none"> • Daily • Weekly • Daily • Daily • Termly/ weekly • Daily • In class book section- always available • As and when needed • As and when needed • Throughout the year • Daily 	<ul style="list-style-type: none"> • All staff
<p>For children identified by class teachers/ parents/ themselves as needing wellbeing support we will discuss as a team which Level support is the most appropriate. No further assessments needed to access Level 2. If going straight to Level 3 or 4 further assessment needed (see below)</p>		
Level 2		
<ul style="list-style-type: none"> • Lunch club • Sensory Circuits • Daily monitoring • Helping in a class/ group • Zones of Regulation • Emotion coaching 	<ul style="list-style-type: none"> • Daily at lunch time • Daily • Daily • As pre-determined with class team • Daily as needed • As needed and weekly sessions 	<ul style="list-style-type: none"> • AM and M • TA's • T and TA's • T and SENco • T and TAs

		<ul style="list-style-type: none"> • T, TA'S and FLO
<p>For children identified by class teachers/ parents/ themselves as needing further wellbeing support or when there are no improvements after Level 2 support, we will assess them further using:</p> <ul style="list-style-type: none"> • KS1- A Box Full of Feelings; Zones of Regulation intervention • KS2- Headstart Resilience Conversation • Boxall Profile <p>Children may move to Tier 3 or 4 after accessing Tier 2 support or may move straight to Tier 3/ 4 e.g. Bereavement. What the child accesses at Tier3 or 4 will depend on their area of need.</p>		
Level 3 (Intensive in school support)		
<ul style="list-style-type: none"> • Drawing and Talking • Emotional Wellbeing Team support • Bereavement and loss programmes; Sunbeams (EYFS/KS1) and Rainbows (KS2) • Social Skills including Ginger- KS1, Lego Therapy (EYFS/ Ks1 and 2), Talk About- KS2 • All About Me • Self-esteem and self-confidence group • Solihull group (parents)- to recognise and respond to feelings • Overcoming group for parents/carers to help their children with fears/ worries • Signpost to KCC parenting programmes e.g. Cygnet • S&L- Language Enrichment • SEN Support • FLO support for family and children 	<ul style="list-style-type: none"> • Weekly • Weekly • Weekly • Weekly • Weekly • Weekly • Weekly • As needed • Once or twice weekly • Daily or weekly • Weekly 	<ul style="list-style-type: none"> • FLO/ Headstart • EWT • FLO, TA's • FLO, TA's • FLO • FLO • FLO • FLO • SENCO, TA, T • FLO
Level 4- (External support)		

<ul style="list-style-type: none"> • GP- includes health and wellbeing navigator • Kent School Health (emotional and physical health)- if they decide tier 3 they refer to Camhs, if tier 2 they complete the work • NELFT Single Point Access (SPA)- mental health • NELFT NLDS- ASC • Bereavement Counselling- CRUSE or Holding On, Letting Go (parent and child) • KOOTH online counselling- pupils 10+ • Low Intensity Psychological (Wellbeing) Practitioner- CWP- Sleep difficulties , poor eating patterns or diet affected by and/or affecting mood (NOT eating disorders), low mood, depression and low self-esteem, Anxiety difficulties including phobias (e.g. animals, vomit, agoraphobia etc.), separation anxiety, social anxiety, school avoidance & excessive worry (NOT OCD or Post-Traumatic Stress Disorder) • Home start- community and family support • Early Help • Children and Family Services (CP/ long term disabilities) • Dandelion Time- attachment (Parent and child) • CAMHs • Young Carers • Lift/ HNF/ EHCP/ Specialist teacher/ S&L/ EP • Rising Sun • Together with Parents 	<ul style="list-style-type: none"> • Referrals at this level are made as need arises or if support at Level 3 has not improved situation. • We will be directed by the outcome of the referral as to next steps. 	<ul style="list-style-type: none"> • Senco, Flo, Teachers, Head and Exec Head
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Support will run at Levels 2 and 3 for a minimum of 6 weeks before review.

If needed, this can reviewed and escalated sooner through discussion with Sonya Sault and Rachel Peachey.

Children should move up and down the tiers, not just suddenly stop e.g. finish 1.1. counselling and then have nothing in place. For example they should move from Level 3 to Level 2.