

Staff Provision Map

A tiered approach that helps identifies a range of support that all staff may require throughout the school year.

Personalised Support



Sustained concerns which are affecting a staff members wellbeing such as anxiety, mental health, depression, neurodevelopmental conditions

Can be supported by SMHL/SLT / Clinical supervision / Partnership agency i.e. GPs, Adult mental health services, Occupational Health, Talking therapies

Targeted Provision



Difficulties of prolonged feelings of being unable to cope or feeling overwhelmed. Beginning to impact on a staff members wellbeing and ability to carry out work expectations.

Can be supported by the SMHL/Line manager/ accessing self-help tools i.e. mindfulness apps

Universal Offer



Short periods of feeling unable to cope, can cause a staff member distress but does not have a long-term impact on their social and emotional development.

Can be supported in the classroom by work colleagues /Line manager/accessing self-help tools i.e. mindfulness apps, exercise.

We strive to demonstrate consistency and fairness in all that we do. Pupils can count on the fact we will be honest and reliable

Integrity

We listen to one another. We are calm and understanding, no matter what the circumstances. We aim to build emotional currency with staff and students.

Respect

We have high expectations of both pupils and colleagues. We are relentless in our pursuits of the best outcomes for all of our pupils and colleagues.

Perseverance



Tier 1 - Universal

What are the concerns?	Who should support?	What is our response?
- Relationship / family difficulties - Low level worries which require reassurance i.e. timetable changes, workload. - Short term stress – audits, learning walks - Death of extended family / pet - Minor illness such as feeling sick/headache	- Work colleagues - Line manager	- Listen and reassure. - Provide a safe space for staff to speak openly - Cover any operational issues in AM/PM briefings. - Regarding illness during the working day seek advice if needed from SLT on school site. - If absent from work to notify SLT - All staff have regular line management meetings



Tier 2 - Targeted

What are the concerns?	Who should support?	What is our response?
- Periods of low mood - Difficulty in regulating emotions - Death of close/immediate family or friend - Superficial self-harm / Historical self-harm - Gender identity/sexual orientation / Historical abuse - Carer – child/spouse	- SLT - Line manager - SMHL	- Ensure concerns are noted in LMM so they can be monitored and responded to - Signpost to self-help tools i.e. mindfulness apps, gym, support groups online or in person - Referral to bereavement services / Referral to Action for carers



Tier 3 - Personalised

What are the concerns?	Who should support?	What is our response?
- Persistent absence from work - Disclosures of ongoing abuse - Sustained self-harm - Neurodiversity such as ASD/ADHD - Significant substance misuse - Suicidal thoughts/or attempts	- SLT - Line manager - SMHL	- Ensure concerns are noted in LMM so they can be monitored and responded to - Referral made to adult mental health services - Support in finding support from other partnership agencies such as talking therapies, CBT, DBT - Referral made to adult substance misuse services - Referral to Surrey Adult social services - Referral to DV services i.e. YUVA, Freedom project

Student Provision Map

A tiered approach that helps identifies a range of support that children may require throughout the school year

Personalised Support



Sustained concerns which are affecting a child's wellbeing such as anxiety, mental health, depression, neurodevelopmental conditions

Can be supported by Pastoral Team/East to West/Partnership agency ie, Mind works with individual support plans

Targeted Provision



Difficulties of prolonged feelings of being unable to cope or feeling overwhelmed. Beginning to impact on a child's wellbeing and academic progress

Can be supported by the Pastoral Team/Core Support with short, timebound interventions

Universal Offer



Short periods of feeling unable to cope, can cause a child distress but does not have a long-term impact on their social and emotional development.

Can be supported within the classroom by Teacher/Core Support

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Respect

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Perseverance



Tier 1 - Universal

What are the concerns?	Who should support?	What is our response?
• Friendship difficulties • Low level worries which require reassurance i.e. small transitions, changes, tests • Short term academic stress • Death of extended family / pet • Minor illness such as feeling sick/headache	• Class teacher • Core support • Alert pastoral team so they are aware and can monitor • First aiders where there is a medical issue	• Listen and reassure • Provide a safe space for children to speak openly • Cover current issues within RHSE and assemblies • Regarding illness, first aiders to call home and administer pain relief if needed • All students have an SSP



Tier 2 - Targeted

What are the concerns?	Who should support?	What is our response?
• Periods of low mood • Difficulty in regulating emotions • Death of close/immediate family or friend • Superficial self-harm • Historical self-harm • Gender identity/sexual orientation • Historical abuse • Young carers	• Pastoral team • DSL/DDSL • SENDCo	• Thrive profile and action plan • 1-1 intervention • Parent engagement • Log on CPOMS so concerns can be monitored and responded to • Signpost to youth services and targeted youth groups • Referral to Action for carers



Tier 3 - Personalised

What are the concerns?	Who should support?	What is our response?
• EBSA • Persistent absence from school • Disclosures of ongoing abuse • Sustained self-harm • Neurodiversity such as ASD/ADHD • Significant substance misuse • Suicidal thoughts/or attempts	• Pastoral team • DSL/DDSL • SENDCo • East to West	• Log on CPOMS so concerns can be monitored and responded to • Parent engagement • Referral made to Surrey mind works for neurodevelopmental concerns • Referral made to Catch-22 due substance misuse • Referral to Surrey Children services via CSPA • Referral to School nurse/or Youth services for support for suicidal thoughts • SENDCo to initiate EHCP if required