



Mental Health and Wellbeing Intervention Map

(Roles and responsibilities)

CLASS TEACHER

- Have a conversation, listening without judgement.
- Catch them being good.
- Tactical ignoring.
- Praise those around them.
- Look at classroom seating plan.
- Change of adult.
- Best endeavours and reasonable adjustments Made (see Leicester City BERA documents)
- Speak to the pupil.
- Complete an Early Monitoring Stage form and discuss with parents/carers.
- Speak with the Senior Mental Health Lead.
- **If difficulties continue:**
 - decide on appropriate intervention
 - complete First-Step Intervention form, including a SMART target and discuss with parents/carers.
 - Assess, Plan, Do, Review cycle
- **If difficulties still continue:**
 - Add to SEND register and discuss with parents/carers
 - Continue with intervention or decide on new level of intervention

DESIGNATED SAFEGUARDING LEADS

- Discuss pupil at DSL meeting (attendance, behaviour, attainment/progress).
- Decide whether an Early Help Assessment would be suitable.
- Family Support Worker to liaise with parents/ carers. A home visit may be required.
- Decide whether to class the pupil as vulnerable. If so, review at DSL meetings.
- Liaise with Educational Welfare Officer (EWO) as needed.
- Refer to Governors as required.

SENIOR LEADERSHIP TEAM

- Discuss any barriers to the pupil's learning and development
- Assist in supporting the pupil's personalised behaviour programme, (e.g., reward chart, allocated calm area

SENIOR MENTAL HEALTH LEAD/SENDCo

- Write Personal Handling Plan (where appropriate)
- Write Individual Behaviour Support Plan (as appropriate)
- Regular meetings with the student.
- Learning walks to monitor learning and behaviour.
- 1-1 intervention as required (Zones of Regulation, emotional body mapping, creating an emotional thermometer)
- SEMH assessments (SDQ, Boxall Profile, CHEXI)
- Consider referral to School Nurse or EMHP
- Speech, Language and Communication screen
- School-based learning assessments
- Allocate a lead/1-1 TA as a Behaviour Mentor
- **If difficulties continue:**
 - Apply for Element 3 Inclusion Funding
 - Refer to SEMH Team
 - Discuss if reduced timetable is appropriate (advise SEMH Team) and discuss with parents/carers. School Contract to be written and signed by school, parents/carers and SEMH Team. Advise EWO.
- **If difficulties still continue:**
 - If not attending a full timetable, hold a reintegration meeting.
 - If a Young Carer, consider referral to Barnardo's
 - Consider referral to Educational Psychology
 - Consider request for Education, Health and Care Needs Assessment

EXTERNAL AGENCY INVOLVEMENT

Health Agencies

- Health Visitor/School Nurse
- Education Mental Health Practitioner (Mental Health in Schools Support Team)
- Speech and Language Therapy
- Community Paediatrics/ Child and Adolescent Mental Health Services (CAMHS)

Education Agencies

- SEND Support Services (EYST, LCI, SEMH, VST, HST, Educational Psychology)
- Virtual School Team (for LAC/PLAC)
- Educational Welfare Service (SAP/court/fine).

Social Care Agencies

- Early Help
- Children's Social Care
- Disabled Children's Service
- Barnados.
- EOTAS.