

Tier 0: Getting Advice - Pastoral Response to General Concerns

These concerns are categorised by periods of feeling unable to cope. These may be incidents which may cause the students some upset, but does not seem to be impacting long term well-being.

What are the concerns?	Who should deal with this?	What is our response?
<p>Examples include:</p> <ul style="list-style-type: none">• Feeling unwell• Reduction self-esteem• Friendship issues/arguments with parents, carers, peers and/or siblings• Low level worry which needs reassurance such as before changes/transitions/tests• Short term academic stress• There is a past history of Mental Health concerns and student requires monitoring• Adjusting to a new school• Moving Home• Young Carer• Parental issues – unemployment/Health/Financial• Health Conditions/diagnosis	<ul style="list-style-type: none">• Class teacher/Form Tutor/TA• Pastoral Support if needed from HOY• SENCo where necessary	<ul style="list-style-type: none">• Listen to student and reassure• TA to inform Class Teacher/Form Tutor to support, monitor and report concerns, if required, to the Pastoral Manager via email or in person.• If issue does not resolve itself, move up to Tier 1• In case of minor illness, Class teacher/Form Tutor/First Aid to use judgement about student trying to get through the next lesson/morning/lunch. If student obviously needs to go home, ensure student gets to MI or Pastoral and is accompanied (another student).• HOY/Pastoral contact home to collect or advise/administer medication etc• Clear and consistent boundaries• Positive reinforcement and praise• Reward system• Adaptations to seating plan so with a supportive peer• Traffic light system/time out card• Structured class routines• Check student's SSP (where applicable)

Tier 1: Getting Help - Universal level Support – response to low level incidences and concerns These concerns are categorised as those which are longer term and are beginning to impact on the welfare and academic progress of the young person		
What are the concerns?	Who should deal with this?	What is our response?
Examples include: <ul style="list-style-type: none"> Sustained periods (or a series of short periods) of not feeling able to cope/low mood Long term and repetitive friendship problems (over a term or more without resolution) More significant anxiety in class or surrounding a specific element of school/home life despite support from Class teacher/Form Tutor or TA Divorce of parents - Conflict and arguments Step-Family Issues Bereavement of extended family member (not parent/guardian/sibling) Emotional response to an upsetting incident which causes a period of distress but which does not cause a specific safeguarding concern 	<ul style="list-style-type: none"> Pastoral team to support directly or advise Form Tutor/Class teacher or TA HOY or Family Support Worker if issues continue for a disordered amount of time and progress to level 3. School nurse if referral is consented 	<ul style="list-style-type: none"> Ensure Class teacher and tutor is aware of concern by sending a Round Robin. Class teacher/form tutor/TA monitor situation Pastoral team informed via email Report on My Concern Class Teacher/Tutor to contact parents to discuss concerns Direct pastoral support from pastoral team, either short or longer term (parents should be informed of any direct support by class teacher/tutor/TA) SENCo Consultation (where appropriate) If concern continues, or increases in severity, move up to Tier 2. If incident is managed or reduces, consider moving down to Tier 0 Referral to school nurse
Tier 2: Getting more help - Targeted Support – Planned Interventions in school to address mental health concerns A sustained concern which is affecting the well-being and possibly academic progress of the young person These could be long term concerns over anxiety, mental health or depression or a response to an incident graded at Tier 2.		
What are the concerns?	Who should deal with this?	What is our response?
Examples include: <ul style="list-style-type: none"> Persistent low mood/ongoing emotional regulation difficulties/anxiety/Anger 	<ul style="list-style-type: none"> Pastoral Team, Safeguarding team (and Early Help) SENCo 	<ul style="list-style-type: none"> Pastoral Manager/FSW to contact parents

<ul style="list-style-type: none"> • Attachment difficulties and triggered responses • Bereavement of close family member (parents/guardian/sibling) • Experience of abuse including historical abuse • Self-harm/Suicidal thoughts • Suspected eating disorders • Risky behaviour – Drug- taking/Alcohol abuse/unsafe sex • Questioning gender identify or sexual orientation leading to any of the above (Questioning gender identity/sexual orientation itself is not a mental health difficulty). • Pregnancy/ Termination • In care/ fostered • Risk of exclusion from school • Cultural issues (FGM) 	<ul style="list-style-type: none"> • School Nurse • Family Support Worker 	<ul style="list-style-type: none"> • PM and DoP to consider sharing some information with class teachers and TAs via Round Robin so aware of concerns. • Log concern on My Concern • In-school support/interventions with member of pastoral team whilst considering or awaiting external agency support. • External Agency referrals to be considered by Pastoral Team, DoP, DSL, SENCo, Early Help, School Health. School Counsellor etc (see list at end of this document) • Consider discussion with Early Help Transition Team, Community CAMHs advisor etc if concerns remain. • Class teacher, form tutor and TA responsibility to monitor and report any concerns immediately through My Concern
Tier 3: Getting Risk Support – professional referral to high level mental health concerns		

Serious and possibly life-threatening incidents which require professional intervention outside of school		
What are the concerns?	Who should deal with this?	What is our response?
<p>Examples include:</p> <ul style="list-style-type: none"> • School refusal as a result of persistent low mood/ongoing emotional regulation difficulties/anxieties • Diagnosed anxiety disorder or depression • FGM • Disclosure of incident of witnessed Domestic Abuse (Physical, Emotional, Sexual Abuse or Neglect) • Disclosure of abuse (Physical, Emotional, Sexual or Neglect) In the family and evidence of control in relationships • Sustained self-harm • Suicide Ideation or suicide attempts • Involvement in crime • Witness in court proceedings • Grooming (can include County Lines) • Homelessness 	<ul style="list-style-type: none"> • Report to DSL immediately • Face to face immediately and follow up recording concerns through Safeguard My School 	<ul style="list-style-type: none"> • Direct immediate support from pastoral Team/Safeguarding Team if a concern becomes apparent in school. Removing student to safe place in the school building to talk to an adult. DSL to consider appropriateness of contacting parents as soon as possible if incident occurs during the day (not waiting for end of the school day) • Call Derbyshire/Starting Point where there are immediate concerns re the safety of the student. Call 999 in an emergency. • If a disclosure is made, staff follow safeguarding policy • DSL to consider further consultation with social services if appropriate • Following an incident, DSL to consider a risk assessment on basis of safeguarding for suitability of student to be in school and consider positive handling with parents • DSLs to consider reduced timetable, if appropriate and in agreement with parents, LA to be informed. • Work in tandem with external professionals to support student through school-based support detailed in Tier 2 (see list at end of this document)

Safeguarding: External agencies and support

- [Derby and Derbyshire Safeguarding Children Partnership](#)
- [First Steps](#) (Eating Disorders and Body Image)
- [Change Grow Live](#) Change Grow Live (CGL): Drugs, alcohol. Housing, justice, health and wellbeing
- <https://www.compass-uk.org/services/compass-changing-lives/> Mental Health
- <https://www.derbyshirehealthcareft.nhs.uk/services/childrens-mental-health-services-camhs-derby-and-southern-derbyshire/im-professional/camhs-liaison-team>
- [Crossroads](#) (Domestic Violence)
- [SV2](#) (victims of Sexual Violence)
- [Derbyshire Young Carers](#)
- [Space 4 U](#) (support for young people affected by the substance use of other people around them)
- [Remedi](#) (Victims of Crime)
- [Derbyshire School Nurses](#)

Support and Signposting

- [Young Minds](#)
- [Stone Wall](#) (LGBTQ+ support)
- <https://mermaidsuk.org.uk/> (Support for gender diverse young people and their families)
- <https://www.nspcc.org.uk/>
- [Barnado's](#)
- <https://www.childline.org.uk/>

- [Anna Freud](#) (Mental Health)
- <https://www.lucyfaithfull.org.uk/> (Sexual Abuse and exploitation)
- National Self harm Forum
- [Derby & Derbyshire - Emotional Health & Wellbeing](#)

Direct Online Support for young people

- Text SHOUT to 85258
- Samaritans 24/7 Call 116 123
- KOOTH.COM
- Chat Health

Financial Hardship

- Derbyshire Discretionary Fund

Child Sexual Exploitation

- <http://www.nwgnetwork.org/>
- <https://www.ceop.police.uk/safety-centre/>
- <https://paceuk.info/>
- NSPCC also has resources on Child Trafficking <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/child-trafficking/> and preventing abuse <https://www.nspcc.org.uk/keeping-children-safe/>

Relationships and sharing nudes

- <https://www.thinkuknow.co.uk/>
- <https://www.sexeducationforum.org.uk/>

- <http://www.safedate.org.uk/>
- <https://www.disrespectnobody.co.uk/>
- Remove a nude image shared online. <https://www.childline.org.uk/info-advice/bullying-abuse-safety/online-mobile-safety/remove-nude-image-shared-online/>

Extremism and prevent

- <https://www.saferderbyshire.gov.uk/home.aspx>
- <http://www.nationalcrimeagency.gov.uk/>
- <https://educateagainsthate.com/>

Online Safety

- <https://www.saferinternet.org.uk/>
- <https://i-vengers.org.uk/services/training/>
- Free online service for schools from <https://parentinfo.org/>

Young gamblers and gamers

- <https://www.ygam.org/>