

## SDCC Emotional Wellbeing ‘Waves of Support’ Model – Graduated Approach

**Introduction** - We have a statutory duty to provide safe, calm environments that promote learning and personal development. As a School we do not seek to diagnose mental health problems, nor should our school staff be expected to provide mental health interventions. WeST schools should reflect this in their language and practice by referring to how they support pupils’ **emotional wellbeing**, being cognisant of the DfE guidance, “[Promoting and supporting mental health and wellbeing in schools and colleges](#)”. Our school staff will have a broad understanding of the continuum of emotional wellbeing, how to support this at the universal level through whole-school approaches to relational practice that promote positive neuroception, and how to sign-post children and families to additional support where appropriate.

	Threshold (best fit)	Possible Support from Educational Psychology	Staff / Agencies (indicative)	Exemplar Activities / Skills	Indicative Training	
<b>School Pastoral Support</b>	<b>Wave 1:</b> Universal Offer	All pupils	Staff training, policy development and coaching	<ul style="list-style-type: none"> <li>All staff in schools, universal training/deliberate practice</li> </ul>	<ul style="list-style-type: none"> <li>Standard operating procedures (SOPS) for creating safe, calm learning environments and social spaces, e.g. ‘meet and greet’, ‘connection before correction’, ‘end and send’</li> <li>Active listening/empathy</li> <li>Equality themes and awareness – calendar events, PSHE, RSE</li> <li>Personal Development programme</li> </ul>	<ul style="list-style-type: none"> <li>Whole staff directed practice on standard operating procedures (SOPS)</li> <li>Deliberate Practice</li> <li><a href="#">PACE</a> approaches (Playfulness, Acceptance, Curiosity and Empathy)</li> <li>Nibble CPD</li> <li>REACH curriculum</li> </ul>
	<b>Wave 2:</b> Focussed Pastoral Support	Pupils with more than one occurrence around same theme	Consultation on school-wide intervention and individual cases	<ul style="list-style-type: none"> <li>Tutor mentoring</li> <li>School pastoral staff with additional training</li> <li><a href="#">Mental Health Support Team (MHST) approaches</a> supported by MHST staff</li> <li><a href="#">Place2Be</a> approaches supported by Place2Be staff (where available)</li> <li>Emotional Literacy Support Assistant</li> <li>Zones of regulation intervention</li> <li>Chaplain service</li> <li>School counselling</li> <li>Drawing and talking programme</li> </ul>	<ul style="list-style-type: none"> <li>Co-regulation with an appropriate adult aimed at allowing the student to return to lessons.</li> <li>Bereavement Group</li> <li>Equality Groups (LGBTQ+, BAME)</li> <li><a href="#">Boxall Profiling</a> (and follow-up support)</li> <li>Zones of regulation programme</li> <li>Safety planning</li> <li>Young Devon workshops</li> <li>Kooth.com referrals</li> <li>Forest School</li> <li>Therapy dog sessions (Bonzo)</li> </ul>	<ul style="list-style-type: none"> <li>Mental Health First Aid</li> <li><a href="#">ASiST / STORM</a> (for self-harm and suicide ideation)</li> <li><a href="#">Senior Mental Health Lead</a> <i>(this person should be strategically coordinating approaches across the school, not feeling they must respond to every individual pupil need)</i></li> </ul>
<b>External Agency Support</b> (facilitated/referred by school)	<b>Wave 3:</b> Targeted Intervention	<p>Pupils for whom Wave 2 is not helping sufficiently</p> <p>Pupils subject to a Senior Mental Health Lead (SMHL) or SENDCO referral</p> <p>Pupils with concerning metrics</p>	Detailed assessment work, direct intervention, contribution to group meetings	<ul style="list-style-type: none"> <li>MHST individual support (where available)</li> <li><a href="#">Place2Be</a> individual support (where available)</li> <li>SHARP or YSMART etc. (drugs)</li> <li><a href="#">Jeremiah’s Journey / Penhaligon’s Friends / Home - Balloons (balloonscharity.co.uk)</a> (bereavement)</li> <li><a href="#">Pete’s Dragon</a> (suicide)</li> <li>Professional counsellors (<a href="#">BACP registered</a>, convened and paid for by school)</li> <li>Police intervention</li> <li>Youth Intervention Team (YIT)</li> <li><a href="#">CAMHS Early Help pathway</a></li> <li>Support for Young Carers</li> </ul>	<p>Supporting mental health professionals working with national bodies and frameworks (e.g. BACP)</p> <p>This is professionals working in their capacity, possibly within school, possibly funded by school</p> <p>For Devon: <a href="#">CAMHS   DPT</a> Phone: If you are a professional and have concerns regarding a person’s mental health, please dial 01392 539118 Youngminds <a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a></p>	
	<b>Wave 4:</b> Specialist Intervention	<p>Complex presentation</p> <p>Pupils for whom Wave 3 is not helping sufficiently</p>	Contributions to statutory work and transitions	<ul style="list-style-type: none"> <li>Child and Adolescent Mental Health Service (CAMHS)</li> </ul>	<p>For Devon: <a href="#">CAMHS   DPT</a> All requests for consultation, assessment and therapeutic intervention go through early help pathway. Discuss concerns on the advisory line can help with what support is needed. If urgent – Mental Health option on 111.</p>	



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### Children and Young People's Mental Health

Emotional health plays a huge role in how children and young people think, feel, behave and develop.

Poor emotional health and wellbeing can lead to a range of mental health issues such as stress, anxiety, depression and panic attacks. This can make it difficult for a child or young person to feel positive about their sense of identity and subsequently undermine their relationships with family and friends.

Statistical information on the emotional health and wellbeing of children and young people in England are published by the **NHS**. The UK Government issues guidance to schools on their responsibilities to children and young people in terms of promoting mental well-being, as well as important research on published policies in this area.

### Maintaining good mental health

Good mental health is not simply the absence of diagnosable mental health problems, although good mental health is likely to help protect against the development of many such problems.

Good mental health is characterised by a child or young person's ability to fulfil a number of key daily living activities, including:

- the ability to learn
- the ability to feel, express and manage a range of positive and negative emotions
- the ability to form and maintain good relationships with others
- the ability to cope with and manage change and uncertainty.

Resources to support children and young people self-manage their emotional and mental health is available from a range of organisations including **Young Minds**, **Mind**, **NHS**, **The Zone**, **Step4** and **Kooth**.

### Mental Health and Wellbeing at South Dartmoor

At South Dartmoor we believe in supporting students to have positive mental health. Routines and rules are carefully considered to provide a fair, consistent and safe place for students where they can be supported to remain mentally healthy and learn in a disruption-free environment. All students fall under our universal offer of care which extends from being greeted each day on the school gate, through to having a dedicated tutor, Pastoral Support team and Head of Year and being taught by staff who have been trained in Trauma Informed Schools Practice and who receive regular training around the teenage brain and mental health conditions.

We recognise that at times, some students may need more than the universal offer and offer three additional waves of support as detailed below. As with any intervention, it is essential that the intervention put in place directly addresses the presenting issue/s and therefore work is done with both the student and their parents/carers to ascertain the correct support. Any intervention selected is reviewed and monitored for success with additional interventions or escalation through the waves of support decided on an individual basis.

If you have any concerns about your child's mental health and wellbeing, their tutor or any member of their Pastoral Team should be the first contact. They will then advise on next steps.

Please view our 'Waves of support' tracker to see an overview of the intervention we can offer as a graduated approach.

### Where to get Additional/Out of School Support

**Kooth**: XenZone is a provider of online mental health services for children, young people and adults. Kooth, from XenZone, is an online counselling and emotional well-being platform for children and young people, accessible through mobile, tablet and desktop and free at the point of use.

**Shout**: If children and young people are experiencing a personal crisis, are unable to cope and need support, Shout can help with urgent issues such as:

- Suicidal thoughts
- Abuse or assault



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- Self-harm
- Bullying
- Relationship challenges

Text **Shout** to **85258**

**Childline**: Childline provides a website resource and confidential support line for children and young people under the age of 19 on any issue that they are struggling with, including many that may impact on emotional wellbeing and mental health. Childline is free, confidential and available any time, day or night. **Call 0800 1111**.

**Pete's Dragons** (01395 277780) provides specialist support and advice for those affected by suicide in any way via telephone or email at **[admin@petesdragons.org.uk](mailto:admin@petesdragons.org.uk)**.

**Papyrus** (0800 068 41 41) is a voluntary organisation which speaks openly about suicide and supports teenagers and young adults who have may suicidal thoughts. You can also get in contact with Papyrus via text on 07786 209697 or email via **[pat@papyrus-uk.org](mailto:pat@papyrus-uk.org)**.