

## Mapping Wellbeing at Toynbee

<b>Name of Unit/Premises/Centre/School</b>	The Toynbee School
<b>Date of Policy Issue/Review</b>	Autumn 2022 / Autumn 2023
<b>Name of Responsible Manager/Headteacher</b>	Deputy Headteacher
<b>Governors' Sub-Committee</b>	Welfare & Guidance

### 1.0 **Wellbeing at Toynbee – Pupils and staff:**

1.1 The wellbeing of all members of the Toynbee community is important to us. This guidance outlines the support available to pupils and their families and staff who are struggling with their wellbeing. The first point of call If you are worried about a child who attend Toynbee should be their tutor. Please use the year group links on the website to find their contact details.

### 2.0 **The Wellbeing Curriculum:**

2.1 This document is intended as guidance for all pupils, parents and staff including non-teaching staff and governors. It should be read in conjunction with our personal development strategy for information about the personal development curriculum, PSHCE lessons, enrichment and pastoral curriculum.

### 3.0 **Getting support at Toynbee:**

3.1 To mirror local CAMHs initiatives support has been linked to the Thrive model. The Thrive model places all people into tiers depending on their needs and links the support available to people to the different tiers. Support available in school, possible outside agencies that school can refer to as well as links signposting to alternative third party organisations and agencies can be found in this document.

3.2 Support available for staff in school, also linked to the Thrive model tiering system, is also outlined below.

3.3 If you are concerned for the wellbeing of a child or adult and believe that they are at immediate risk of harm to themselves or others please call 999 or take them to A&E immediately.

3.4 Parents and pupils can report concerns to the school using the “I need to talk” page of the school website: [I Need to Talk - Toynbee School](#)

## 4.0 Support for pupils in school:

4.1 The table below outlines the support available for pupils in school using the Thrive model outlined above.

<p><b>Tier 1: Coping – low level pastoral support and advice needed</b>                  These concerns can be categorized as short periods of feeling like they are unable to cope. For the most part the young person is thriving but there are incidents which cause distress without causing a longer term of lasting impact on wellbeing.</p>		
<p><b>What are the concerns?</b></p> <p>Examples include:                  Friendships concerns                  Conflict with parents or siblings                  Worries about school work                  Exam anxiety                  Presenting as unhappy or stressed                  Presenting as withdrawn or tearful                  Poor attendance                  Failure to make progress                  Seeking frequent adult attention                  Minor illness                  Pet death                  Past history of mental health concerns which needs monitoring                  Uniform issues/queries</p>	<p><b>Who can help?</b></p> <p>Tutors</p>	<p><b>What will they do?</b></p> <p>Discuss problems, reassure, and suggest solutions                  Contact parents to discuss concerns                  Signpost to wellbeing corner in the LRC, mental health ambassadors and lunch time drop in clubs                  Signpost to external support for low level concerns and short-term problems as per guidance below                  Suggest extra-curricular clubs                  Carry out wellbeing activities in tutor times</p> <p><b>If needed tutor to complete pastoral referral to access tier 2 support</b></p>
<p><b>Tier 2: Getting help – long term pastoral support needed</b>                  These concerns are categorized as longer term and beginning to impact on the wellbeing and academic progress of the young person</p>		
<p><b>What are the concerns?</b></p> <p>Examples include:                  Longer sustained periods of low mood                  Long term friendship concerns (over a term or more without resolution)                  Significant anxiety in class or surrounding a specific element of school/home despite support from tutor                  Divorce of parents                  Bereavement of extended family member</p>	<p><b>Who can help?</b></p> <p>Guidance Manager</p>	<p><b>What will they do?</b></p> <p>Inform teachers of issue                  Carry out 1-2-1 session with pupil and create support plan to be shared with home and staff in school (and log on CPOMs – our recording system)                  Share workbooks with young person to use at home                  Signpost to other external support available</p>

**Tier 3: Getting more help – targeted support needed**

A sustained concern which is affecting the wellbeing and possibly academic progress of the young person. They are facing challenges on a regular, if not daily basis.

What are the concerns?	Who can help?	What will they do?
<p>Examples include:</p> <ul style="list-style-type: none"> <li>Persistent low mood or anxiety</li> <li>Attachment difficulties</li> <li>Bereavement of close family member</li> <li>History of abuse</li> <li>Self-Harm</li> <li>Suspected eating Disorders</li> <li>Risk taking behaviors</li> <li>Emerging personality disorders</li> </ul>	<p>Guidance managers alongside 1-2-1 intervention team and external agencies</p>	<p>Inform teachers Meet with young person and complete support plan and share with home (and log on CPOMs – our recording system)</p> <p>Complete referrals for interventions in school such as:</p> <p><b>Group interventions:</b>                      Lego therapy                      Nurture group                      Anxiety group                      DEAL (Anger management group)                      Dove (self-esteem group)                      Mindfulness                      Zones of Regulation</p> <p><b>1-2-1 interventions:</b>                      ELSA                      FIEPs                      Anger management                      Anxiety management</p> <p>The interventions above are scored at the start and end points to monitor effectiveness. Records of sessions are kept and stored on CPOMs but remain confidential (unless safeguarding concerns are raised).</p> <p>Should a pupil not show improvement further referral to external agencies will be made</p> <p><b>External agency referrals:</b>                      EYC                      CWP                      School Nursing team</p> <p>Should these agencies be unable to offer support then a referral will be made to Hampshire CAMHs</p>

**Tier 4: Getting risk support – immediate high-level support needed**

Serious and possibly life-threatening incidents with require professional intervention outside of school

What are the concerns?	Who can help?	What will they do?
Examples include: Imminent risk to life Suicidal ideation or attempts Sustained self-harm School refusal as a result of persistent low mood, or anxiety Diagnosed anxiety disorder or depression Disclosure of incident of witnessed domestic abuse Disclosure of direct abuse	DSL/Safeguarding Team	If risk becomes apparent in school young person will be supported by GM or DSL, safeguarding policy followed and home informed Contact with Children’s Services and Health services as appropriate Tier 4 support plan produced Risk assessment produced CAMHS referral made and tier 3 support put in place Reduced timetable in place if appropriate

**5.0 Signposting pupils for support externally:**

5.1 The following agencies can provide support for pupils:

- 5.1.1 Hampshire CAMHS: [hampshirecamhs.nhs.uk](http://hampshirecamhs.nhs.uk) CAMHS have some excellent web pages giving specific advice around subjects like anxiety, self-esteem and key mental health issues, they also provide workbooks for a lot of issues as well as videos, podcasts and recommended apps for young people and their families.
- 5.1.2 CAMHS resources: [HOME | CAMHS Resources \(camhs-resources.co.uk\)](http://camhs-resources.co.uk) CAMHS resources website has a number of suggestions of books/apps/websites and downloads to support mental health and wellbeing
- 5.1.3 Young Minds: [youngminds.org.uk](http://youngminds.org.uk) An excellent resource for positive wellbeing and support for young people. They offer links online and also support young people face to face.
- 5.1.4 Catch 22: [catch-22.org.uk](http://catch-22.org.uk) A local charity working specifically around drugs and alcohol. Their qualified workers can support pupils in and out of school and also offer great advice around this subject
- 5.1.5 Family counselling trust: [familycounsellingtrust.org](http://familycounsellingtrust.org) A relatively new charity that was set up in 2019 to support families and individuals which are looking for key support. Sessions are priced depending on income and you can access help quickly and confidentially
- 5.1.6 Grief encounter: [griefencounter.org.uk](http://griefencounter.org.uk) A National charity that works with pupils who have lost a family member or close friend.
- 5.1.7 Winston’s wish: [www.winstonswish.org](http://www.winstonswish.org) A childhood bereavement charity providing advice, support & resources for grieving children. Bereavement support for children, young people and families after the death of someone.
- 5.1.8 Kooth: [www.kooth.com](http://www.kooth.com) Kooth is a free online counselling service for children. Children are able to speak to trained counsellors, access articles and discussion boards with other young people (all moderated by professionals) and access advice and worksheets that have been prepared for them.
- 5.1.9 NSPCC: [nspcc.org.uk](http://nspcc.org.uk) Child line offers free, confidential advice and support whatever your worry, whenever you need help
- 5.1.10 Samaritans: [Samaritans.org](http://Samaritans.org) Whatever you’re going through, call us free any time, from any phone, on 116123. We offer a safe place for you to talk any time you like, in your own way – about whatever’s getting to you. We won't judge your or tell you what to do; we'll listen to you
- 5.1.11 Shout: [giveusashout.org](http://giveusashout.org) Shout is the UK’s first 24/7 text service, free on all major mobile networks, for anyone in crisis anytime, anywhere. It’s a place to go if you’re struggling to cope and you need immediate help. Shout is powered by a team of volunteers, who are at the heart of the service. We take people from crisis to calm every single day.

## 6.0 Support for staff in school:

6.1 Toynbee School are committed to signing up to the staff wellbeing charter published by the DofE and have outlined below guidance below for where and how staff can seek support in school.

6.2 The table below outlines the support available for staff at school:

<p><b>Tier 1: Coping – low level support and advice needed</b>                  These concerns can be categorized as short periods of feeling like they are unable to cope. For the most part the person is thriving but there are incidents which cause distress without causing a longer term of lasting impact on wellbeing.</p>		
<p><b>What are the concerns?</b></p> <p>Examples include:                  Concerns about classes/pupils                  Struggles with workload                  e.g. planning or marking</p> <p>Feeling unsupported by line manager/HOD</p>	<p><b>Who can help?</b></p> <p>HOD/Line Manager</p> <p>Link member of SLT</p>	<p><b>What will they do?</b></p> <p>Offer help and support strategies                  Signpost to MHFA if feeling that struggles are building</p>
<p><b>Tier 2: Getting help – long term support needed</b>                  These concerns are categorized as longer term and beginning to impact on the wellbeing and ability to carry out job</p>		
<p><b>What are the concerns?</b></p> <p>Examples include:                  Persistently feeling overwhelmed by workload                  Feeling unsupported                  Longer sustained periods of low mood                  Significant anxiety surrounding a specific element of school                  Bereavement</p>	<p><b>Who can help?</b></p> <p>Mental Health First Aiders</p> <p>EPS telephone number:</p>	<p><b>What will they do?</b></p> <p>Listen                  Signpost to appropriate support and advice                  Follow up and check in with staff member</p>
<p><b>Tier 3: Getting more help – targeted support needed</b>                  A sustained concern which is affecting the wellbeing and possibly work of the adult. They are facing challenges on a regular, if not daily basis.</p>		
<p><b>What are the concerns?</b></p> <p>Examples include:                  Persistent low mood or anxiety                  Bereavement of close family member                  History of abuse                  Self-Harm                  Suspected eating Disorders                  Risk taking behaviors                  Emerging personality disorders</p>	<p><b>Who can help?</b></p> <p>KS</p>	<p><b>What will they do?</b></p> <p>Make reasonable adjustments at work                  Involve occupational health where appropriate                  Refer to EPS                  Provide information about employee guidance and helplines</p>

<b>Tier 4: Getting risk support – immediate high-level support needed</b> Serious and possibly life-threatening incidents with require professional intervention outside of school		
What are the concerns?	Who can help?	What will they do?
Examples include: Imminent risk to life Suicidal ideation or attempts Sustained self-harm Diagnosed anxiety disorder or depression Disclosure of incident of witnessed domestic abuse Disclosure of direct abuse	DSL	Seek immediate support from health professionals

## 7.0 Signposting for support externally:

7.1 The following agencies can provide support for staff:

- 7.1.1 Mind: <https://www.mind.org.uk>
- 7.1.2 MHFA: <https://mhfaengland.org>
- 7.1.3 Mental Health foundation: <https://www.mentalhealth.org.uk>
- 7.1.4 Education Support: <https://www.educationsupport.org.uk>