



Wellbeing Support at Cardinal Allen



Tier 0 – Universal Support Possible Concerns	Persons Involved	Possible intervention
Transition concerns	Attendance Support	Listen to concerns, appropriate FT/Class/Pastoral/Attendance support
Change concerns	Class Teacher	Make relevant staff aware
Low level friendship concerns	TA's	Monitor the concern
Peer/Family Disagreements	Pastoral	Peer buddies via Diana Ambassadors.
Self Care support	Diana Ambassadors	Inform parents if necessary
Low level worries		Relevant workshops offered.
Minor Illness		Record on CPOMS



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Tier 1 - School Support Possible Concerns	Persons Involved	Possible intervention
Persistent low mood	Form Tutor	Workshops
Series of low mood	Pastoral Support	Meetings
More frequent friendship issues	Head of School	Support strategies, eg exit card
Anxiety towards a specific issue	TA's/SEND	Signpost -external agencies Kooth/CYP/Childrens Champion
Bereavement of an extended family member		School Counsellor
Lack of contribution to school and engagement		SHINE
Home difficulties		Record CPOMS



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Tier 2 - Targeted Support Possible Concerns	Persons Involved	Possible intervention
Acute emotional wellbeing issues	Head of School	Meetings
Attachment difficulties	SLT links	Share information with relevant staff
Self harm behaviours	Pastoral support	Sign post - external agencies CAMHS/CASHER/Trinity/Youth Therapy
Risktaking behaviours.	DSL and Team	Consider EHA
Attendance difficulties.	Attendance officers	Record CPOMS
Home difficulties	SENDCo and Assistant Headteacher Pastoral Care and behaviour	
Close family bereavement		



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Tier 3 - Personalised Support Possible Concerns	Persons Involved	Possible intervention
School Refuser	Head of School	Risk Assessments
Diagnosed anxiety disorder	SLT links	Record CPOMS
Abuse Exploitation	Pastoral support	LCC
Sustained Self Harm	DSL and Team	CAMHS/CASHER
Complex family needs	Attendance officers	
Suicidal Ideation	SENDCo and Assistant Headteacher Pastoral Care and behaviour	

Support at all levels will be monitored and reduced/escalated as appropriate.