



The Compass Academy
Emotional Well-Being Provision Map.

September 2025-2026

Tier 1: Universal Level Support - All staff to respond to general concerns. These concerns are categorised as short periods of feeling they are unable to cope. These will be incidents which cause a child distress for a short period which is not thought to have a lasting impact on their wellbeing.		
What are the Concerns? <ul style="list-style-type: none"> - Minor illness: Feeling sick, headaches, period pain. - Fallout with peers. - Conflict with parents. - Tired- lack of sleep - Hungry- missed breakfast - Low level worries - transitions, changes in routine. - Academic stress - Loss of a pet - Initial presentation of low mood 	Who should deal with it? Tutor/Class teacher	What is our response? <ul style="list-style-type: none"> - Give the young person your time. - Listen to the young person and provide reassurance. - Ensure that all staff within the room are aware of any situations and monitor. - Use any individual strategies which are in place. - Use calm spaces (time out) - In case of illnesses, monitor and make appropriate judgements if a child can get through the lesson/morning/day. - Adjust work to meet the young person's needs - Where possible, respond to physical

		needs-offer a drink/light snack.
Tier 2: Universal Support -Response to low level incidents and concerns. These concerns are categorised as those which are longer term and beginning to have an impact on a child's welfare and academic progress.		
What are the Concerns? <ul style="list-style-type: none"> - Family break up - Noticeable changes in eating habits - Bereavement of extended family member - Low level upsetting events which may cause distress e.g. anniversaries/birthdays which may trigger an emotional response. - A series of low moods - Persistent conflicts within the same friendship groups. 	Who should deal with it ? Pastoral team/Key member of staff	What is our response? <ul style="list-style-type: none"> - Ensure tutor/link teacher are aware to be able to monitor - Staff to report concerns to pastoral team - Give the young person time to be able to speak with their emotionally available adult on a 1:1 - Tutor to discuss with parents/carers. - If the concerns continue or become more severe-scale up to tier 3 response. - If the concern is managed and worries are reduced, scale down to tier 1.
Tier 3: Targeted Support- A prolonged concern which is affecting the wellbeing and academic progress of the young person. This could be long term concerns over anxiety, depression or a response to a traumatic incident.		
What are the concerns? <ul style="list-style-type: none"> - Anxiety - Persistent low mood - Emotional regulation difficulties - Self harm - Suspected eating disorders - Bereavement of a close family member - Historic abuse - Risky behaviours - Any traumatic events which cause emotional distress - Stresses relating to questioning sexual 	Who should deal with it ? ELSA MHST DSL DDSL School nurse SENCO EP Service	What is our Response ? <ul style="list-style-type: none"> - In school support/interventions 1:1 - Daily check ins with EAA - Group/Individual targeted lessons. - Consider external agencies for support - Lead staff to liaise with parents - Log all concerns on CPOMS - Tutor/link teacher to monitor and reports concerns immediately to lead staff and CPOMS - Pupil RA to be updated with any risks/triggers or strategies

orientation/gender identity		
Tier 4: Personalised Support - Professional referral to high level mental health concerns. Serious or life threatening incidents which require external support outside of school.		
What are the concerns ? <ul style="list-style-type: none"> - Suicidal ideation/attempts - Risk taking behaviours e.g. going missing - Sustained self harm - Diagnosed anxiety disorder/depression - School refusal as a result of any mental health difficulties - Disclosures of a serious incident involving abuse or neglect (witnessed or direct) 	Who should deal with it ? Report to DSL face to face immediately	What is our response? <ul style="list-style-type: none"> - In school- direct immediate support from SLT and appropriate safeguarding representatives. - In school- Young Person to be moved to a safe space - DSL to consider appropriacy of contacting parents - Referrals to be made immediately to appropriate services - SLT to discuss appropriate timetable - DSL to contact children's social care as appropriate - Pupil RA to be updated - DSL to complete risk assessment if needed - Work with the young person using responses from tier 2 alongside any external support. - Ensure detailed record keeping is maintained on CPOMs. - Seek advice from Trust Director of Safeguarding (if necessary).