



WELLBEING SUPPORT AT FRANCIS BAILY

Supporting every child to feel safe, valued and ready to learn



A GRADUATED PATHWAY OF SUPPORT TO ENSURE CHILDREN RECEIVE THE RIGHT HELP AT THE RIGHT TIME.

1

TEACHER SUPPORT

(First Point of
Contact)



- Teachers observe and respond to early signs of worry, withdrawal, or changes in behaviour or mood.
- Meet with the child privately to discuss concerns in a calm and supportive manner.
- Use classroom strategies, including regular check-ins, worry books, visual emotion scales, movement breaks, quieter working spaces, and opportunities to talk during breaktimes or lunchtime.
- Monitor the situation over several days or weeks and record which strategies are helping.

Are concerns
improving?



YES

Continue
monitoring and
classroom
support.



NO

Move to
Step 2.



2

IF CONCERNS CONTINUE



- Approach the Senior Mental Health Lead or the ELSA team to check whether the child has previously worked with an ELSA.
- If the child already has a relationship with an ELSA, ask whether they can provide short, focused check-ins.
- If there has been no prior ELSA support, request that the Pastoral Support Assistant conducts initial check-ins.
- The teacher should continue using classroom strategies alongside this support.

3

PASTORAL SUPPORT ASSISTANT – WELLBEING CHECK-INS



- Provides structured emotional support sessions using the school's Wellbeing Toolkit.
- Activities may include naming emotions, grounding strategies, social stories, problem-solving activities, and resilience-building tasks.
- Monitors the child's emotional needs and reports back to the class teacher.
- May recommend a short-term group intervention if common needs are identified

Is further
support
required?



NO

Continue monitoring
and classroom
support.



YES

Consider referral
to ELSA with
SLT agreement.

4

REFERRAL TO ELSA (SLT Agreed)



- If further support is needed, the case is reviewed with the Senior Leadership Team (SLT) before a referral is made.
- ELSA (Emotional Literacy Support Assistant) staff are trained to support children with anxiety, emotional regulation, social skills, self-esteem, and coping strategies.
- ELSA sessions are timetabled, highly structured, and typically run for approximately six weeks, with clear goals and home-school communication where appropriate. This may be delivered as a 1:1 or small group session.
- Following completion of ELSA support, a review session takes place approximately eight weeks after the final ELSA session. An evaluation letter is then issued to parents.
- At this stage, consideration may also be given to a referral to the Mental Health Support Team (MHST) in West Berkshire, where appropriate, in consultation with parents/carers and the SLT.
- In some cases, concerns may need to be escalated to external agencies, such as CAMHS or a GP, particularly where there are concerns about self-harm.

5

COUNSELLING SUPPORT (PASTORAL SUPPORT ASSISTANT)



- For children requiring more in-depth or specialised emotional support, a referral may be made to the Pastoral Support Assistant for counselling.
- The Pastoral Support Assistant is a trained Wellbeing Practitioner who provides confidential, child-centred counselling sessions.
- Sessions focus on supporting emotional wellbeing, helping children to explore their feelings safely and develop effective coping strategies.
- Liaison with staff and parents takes place where appropriate, while maintaining professional confidentiality.
- This support is typically considered when previous interventions have not fully met the child's needs.
- A referral to the MHST (West Berkshire) may also be made at this stage where needs are more clinically focused or persistent.



MHST

(MENTAL HEALTH
SUPPORT TEAM) –
ADDITIONAL SUPPORT



The MHST works in partnership with schools across West Berkshire to support children and young people experiencing mild to moderate mental health difficulties.



The MHST will primarily offer parent-led interventions to support children at home.



Support may include brief evidence-based interventions (such as CBT-informed strategies aimed at Year 6 pupils and above).



Parent guidance.



Signposting to external services where needed.



Advice for school staff to support consistent approaches.



Direct work with children in school where appropriate.

OUR AIM



EARLY
IDENTIFICATION



GRADUATED
SUPPORT



STRONG
HOME-SCHOOL
PARTNERSHIP



CONFIDENCE,
RESILIENCE AND
EMOTIONAL WELLBEING



TOGETHER WE SUPPORT CHILDREN'S EMOTIONAL WELLBEING AT FRANCIS BAILY SCHOOL

