Emotional Well being

Early Years

You are concerned about a 4 year old boy in the setting. Two months ago he started to become very fussy about what he was eating and he will now only eat certain foods. He won’t eat anything that hasn’t been pre-wrapped and has to open the wrappers himself. You have mentioned this to his mum and she has dismissed your concerns saying that he is going through a ‘phase.’

More recently, you have noticed he has been washing his hands a lot more than usual and that he has a routine to how he washes his hands. On one occasion he was disturbed by another child and you observed him getting cross with the child and then starting his hand washing routine from the beginning.

- **What would you do immediately?**
- **Would you record any of this, and if so where?**
- **What actions would you take in the longer term?**
- **If you felt that you needed to take further advice who would you speak to?**

**Immediate**

If you are not the designated Safeguarding lead, refer to the Designated Lead.

**Next steps – these may be actioned by the Designated Lead**

Speak to parents about concerns. Is this happening at home? Has anything changed / happened?
Speak to child – gain the voice of the child. Is there something he wants to happen at the setting to help him.
Consider involvement of other agencies – health visitor, GP
Ensure everything is recorded accurately.
Primary:

Emily is new to the school in year 4 and is causing you concern. You are aware she has had to move due to parents splitting acrimoniously and now lives with her dad and her older sister who attends the local high school. They are all new to the area. She is very quiet and wants to play on her own at breaks and lunches. She responds very badly when she gets something wrong in her work, by heavily crossing it out or ripping out the page. This morning she has refused to complete a piece of work the class were doing about their ideal future and instead wrote the words: “I hate my life.”

- What would you do immediately?
- Would you record this, and if so what and where?
- What actions should be taken in the longer term?
- If you felt that you needed to take further advice who would you speak to?

Immediate

If you are not the designated Safeguarding lead, refer to the Designated Lead.

Next steps – these may be actioned by the Designated Lead

Speak to Dad and try and get a better picture of anything that is or has happened. Let dad know about local support that can be offered.

Ensure Emily knows who she can go to talk to someone in school if she is feeling worried or upset about anything.

Ensure Emily has a safe place to go which she may identify herself.

Ask Emily if there is a specific person she trusts and would like to talk to in school.

If she names someone this person could do some wishes and feelings work and find out about her interests and likes and dislikes to support her.

Consider involvement of other agencies such as Visyon or consult with CAMHS.

Depending on conversation with Dad, consider contacting ChECS to decide if other service such as family support may be applicable.

Ensure everything is recorded accurately.
Secondary:

Jamie is in year 11. He is a high achieving student and is expected to do well in his GCSEs in the summer. The class have recently done some practice papers for their exams and although he did well he said he was disappointed as he got a few questions wrong. Since then he has started to look very tired and when you ask him if he’s ok he says that he is worried about his exams and he has been studying, revising and completing lots of work so that he doesn’t get any more questions wrong.

The school librarian has also been to see you to express her concern that he is spending each break, lunch and after school working in the library and she isn’t sure if he is eating properly.

- What would you do immediately?
- Would you record this, and if so what and where?
- What actions should be taken in the longer term?
- If you felt that you needed to take further advice who would you speak to?

Immediate

If you are not the designated Safeguarding lead, refer to the Designated Lead.

Next steps – these may be actioned by the Designated Lead

Speak to Jamie and make sure he knows where and who he can go to in school for support.

Look at designing a study plan to support him, but ensuring he is having a balance and looking after himself.

Let him know you are going to speak to parent/s.

Speak to parent/s and make them aware of your concerns and discuss any support he needs in school and out of school.

Continue to monitor and support.

If necessary consider the involvement of other agencies such as GP, Visyon, or CAMHS.

Ensure everything is recorded accurately.