



Referral Criteria.

EXAMPLES OF APPROPRIATE EMOTIONAL NEED: (ALL EVIDENCED THROUGH A CHANGE IN BEHAVIOUR)

- Unusual grief reaction ,Unhappy appearance ,Irritable responses
- Avoidance of people/situations ,Non-attendance , Withdrawn or social isolation ,Comments reflecting sadness or hopelessness.

HOW TO RECOGNISE NEED FOR EMOTIONAL SUPPORT

- It will be a recent change and not a long-standing problem/concern
- There will be something different in the behaviour that is causing concern
- What has changed in the pupils' behaviour?
- Is anything different in their family/classroom/self?

EMOTIONAL NEED

This support is for emotional need first and foremost. If emotional need has prompted unhelpful/challenging behaviours then emotional support would be able to assist. If the behaviour is in response to poor boundaries or ineffective behaviour management then this should be addressed through alternative interventions such as parenting advice/support. It is important for *all* the adults in the child/young person's life to think carefully about what the behaviour might be demonstrating. Without this understanding any intervention will be ineffective at best and harmful at worst, especially if it "labels" the child/young person.

HELPING NOT CURING!

This is a low-level (tier one or two) early intervention for problems that are mild and in early onset. This level of emotional support cannot change a pupils' home/classroom environment. The mentors develop an empathic, non-judgemental relationship with the child/young person from which they listen and offer choices where appropriate. The time together offers a space to talk, think and feel emotions in safety with a trusted adult. Helping skills are used such as effective listening, open questioning, goal-setting, problem solving, role play to help the child/young person reflect on their situation and explore possible solutions.

This is NOT a counselling or a therapy service.

INTERVENTIONS:

The needs of a child/young person (CYP) will be discussed with the CYP's parent/carer and school staff. These conversations will inform the intervention and goal-setting.

The interventions aim to:

- help the pupil build emotional resilience
- develop coping strategies- improve social skills

Interventions do not aim to solve *all* the pupils' difficulties. It will target the priority need at the time and

utilise other services to help where and when necessary.

SESSION TIME:

Hope is time-limited intervention to help pupils' manage and cope with their difficulties. This would typically be between 1 to 10 sessions. This is to allow support to help the child/young person consolidate their new skills in resilience/coping/relationships. Each session lasts from 10 minutes up, dependent on the



You are enough, just the way you are.