SOCIAL, EMOTIONAL AND MENTAL HEALTH POLICY

2023-24

Written with reference to and to be read in conjunction with SEN policy/Behaviour Policy

Headteacher Signature:

Agreed by the Governing Body

Chair of Governors Signature:

Date:

Date of next review: September 2024

SOUTHWICK COMMUNITY PRIMARY SCHOOL

& NEW BEGINNINGS NURSERY

SEMH POLICY – SEPTEMBER 2023

Definition

SEMH difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems. Children and young people who have difficulties with their emotional and social development may have immature social skills and find it difficult to make and sustain healthy relationships. These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging, disruptive or disturbing behaviour. A wide range and degree of mental health problems might require special provision to be made. These could manifest as difficulties such as problems of mood (anxiety or depression), problems of conduct (oppositional problems and more severe conduct problems including aggression), self-harming, substance abuse, eating disorders or physical symptoms that are medically unexplained. Some children and young people may have other recognised disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder, autism or pervasive developmental disorder, an anxiety disorder, a disruptive disorder or, rarely, schizophrenia or bipolar disorder.

Underlying Reasons

Inappropriate / disturbing / challenging behaviours can be interpreted as a symptom or communication of an underlying need or difficulty. In order to address such behaviours we must address these underlying needs / difficulties. It is crucial to identify, understand and then address/support the underlying factors that impact on children and young people, such as Speech, Language and Communication Difficulties, attachment difficulties, unhelpful thought processes or learning needs.

The majority of inappropriate / disturbing / challenging behaviours can be avoided or at least significantly reduced and managed through proactively promoting and supporting positive social, emotional and mental health. The potential implications of unmet SEMH needs for education settings, individuals and their families are extreme.

Due to the complex nature of difficulties with SEMH, measuring the impact of SEMH interventions is challenging. Whilst an individual's behaviour may be measured as one externalised indicator of their social, emotional and mental health, a true measure can only be gained through assessing the condition of their interrelated underlying needs / difficulties. A range of specific quantitative and qualitative measures can be employed in order to do so.

Making A Difference

The Role of the School/Setting
General
•to guarantee that all teaching staff have the necessary core skills in order to differentiate learning opportunities to meet the needs of the majority of learners;

•to ensure that consistently high quality teaching is in place;

•to ensure that systems are in place to regularly assess and monitor pupils' progress in order to inform intervention, and to highlight pupils who may need additional and different provision;

•to ensure that local schools/settings have access to teachers with specialist knowledge, skills and understanding in the teaching and support of children with SEMH;

•to make effective use of the school's SEN delegated budget;

•to provide a graduated response to intervention in line with the Code of Practice according to the severity of a pupil's needs and in collaboration with pupils and parents;

•to seek and implement advice from L.A. support services where necessary;

•to ensure that appropriate additional and different provision is consistently in place to meet the needs of pupils with SEMH

Universal level
There is an expectation that certain key elements will be in place within our school/settings to address, support and co-ordinate a response that meets the needs of all pupils. All school settings should consider the following key features:
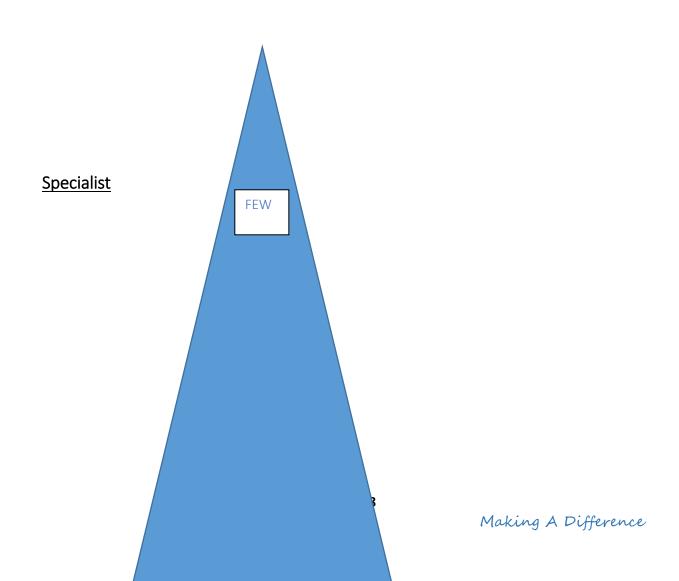
Making A Difference

Levels of

Support/Intervention

Specialist

FEW

B

Making A Difference

Targeted

SOME

Universal

ALL

SMALL GROUP & INDIVIDUAL STRATEGIES AND INTERVENTIONS FOR AT RISK PUPILS, INCLUDING SCHOOL WELLBEING INTERVENTION (BSPS/SEN SUPPORT PLANS)

SCHOOL WIDE SYSTEMS OF SUPPORT FOR ALL PUPILS- PHSE/JIGSAW/ETHOS

There is an assumption that any learning needs will have been fully investigated before SEMH difficulties are considered in identifying the primary need. The assumption is that, for all levels, the pupil has had the opportunity of positive learning experiences within an inclusive school/setting with appropriate behaviour management and in-school/setting support systems.

Assessment and intervention plans need to take account of contextual and interactional factors in

the pupil's environment as well as individual pupil factors. Also that a whole school/setting approach to the positive management of behavioural, emotional and social development is consistently implemented by all staff and across all aspects of school/setting life together with the provision of an emotionally literate teaching and learning environment.

Making A Difference

Targeted level

(Incorporating intervention/support steps 1-3)

For pupils with SEMH difficulties it is particularly important to recognise that provision will be influenced by the following factors:

●persistency over time of the behaviour / concern

●frequency/duration/intensity of the behaviour / concern

●impact on pupil's educational progress

●impact on the pupil's mental, emotional and physical well being.

Step1
Interventions/Support - Led by Class Teacher

1. **DEFINE / IDENTIFY CONCERNS**

2. **GATHER PUPIL'S VIEWS** - Consider any issues that may be impacting on the pupil's SEMH and their behaviour.

3. **REFLECT ON OWN PRACTICE / LEARNING ENVIRONMENT** - Consider how your practice, teaching and the school/setting/ classroom environment may be positively or negatively affecting the pupil's SEMH and their behaviour. (Have you employed Emotion Coaching strategies?)

4. **GATHER FURTHER INFORMATION** -

 a. Informal meeting with parents Discuss SEMH and behaviour at school/setting and home, any significant events, medical issues, involvement of outside agencies, etc.

b. Record behaviours / concerns When are these behaviours / concerns occurring? How often? In which context? Are there any clear patterns /obvious triggers?

5. **FORMULATE AN ACTION PLAN**

Identify strategies / interventions planned to support changes in identified SEMH concerns / behaviours. Consider changes

to the environment, use of support staff, resources, etc.. Inform and involve all appropriate stakeholders.

Step 2
Intervention/Support -Teacher and SENCO Lead Professional Work Collaboratively

6. **REVIEW / EVALUATE TEACHER'S ACTION PLAN** - Have the strategies been effective? Has there been any change in the pupil's SEMH / behaviour? How has this been monitored? Discuss ideas for further interventions / strategies.

7. **SENCO/LP GATHERS FURTHER INFORMATION** - This could include observations of the pupil in a variety of contexts, reviewing the environmental checklist, discussions with other stakeholders, completion of behaviour checklists, etc. Liaise with parents/carers.

8. **IDENTIFY APPROPRIATE SUPPORT FOR STAFF WORKING WITH THE PUPIL** - Consider:

●Training / development needs.

●Checking against Provision Map.

●Mentoring / support / modelling from another member of staff.

●Training from outside agencies.

Making A Difference

9. **WRITE NEEDS BASED PLAN / INCLUSION PLAN** Incorporate new advice / strategies. Involve parent and pupil.

Intervention Support - Led by SENCO/SLT Lead Professional

10. **MONITOR & REVIEW NEW NEEDS BASED PLAN / INCLUSION PLAN** - Consider:
- Reviewing progress, revisiting of checklists, discussing with pupil and appropriate stakeholders.
- Monitoring arrangements.
- Evaluating any training/support given to staff.
- Evaluating the implementation /effectiveness of any advice given.

Step 4
Intervention Support - Involvement of Local Authority/External Agencies

11. **FORMAL MEETING WITH PARENTS/CARERS SENCo/Lead Professional** - meets with parents/carers to discuss progress and referral to external agencies. Individual needs at this stage are more severe, complex and pervasive and require a longer term strategy through the provision of more specialised assessments and interventions. Aspects of the personalised curriculum will require interventions from partner agencies

12. **REFER TO APPROPRIATE EXTERNAL SPECIALIST FOR CONSULTATION, ADVICE, ASSESSMENT, INTERVENTION**

The provision of detailed specialist assessment and intervention in a co-ordinated partnership with key people and professionals in the promotion of children and young people's mental and emotional health and wellbeing. This approach is threaded through all transitions within the school/setting and into the community.

Making A Difference

Roles, Rights and Responsibilities	Rules	Routines & Student Organisation	Rewards	Sanctions	Behaviours & Relationships	Collaboration with Parents

• Rights and responsibilities apply to all members of the school community.
• There is a stimulating learning environment where everyone feels physically and emotionally safe, accepted for who they are, and respected.
• Teachers have the right to teach to the best of their ability.
• There is a teaching and learning policy which is consistently practised by all
• Students have the right to learn and to be taught in a way that most suits their individual needs.
• There is a curriculum entitlement and choice, which delivers a breadth of study, personal relevance and flexible learning pathways.
• There is effective Pastoral care to ensure that student performance and student welfare are mutually supportive.
• There is a commitment to work with other institutions and agencies to extend the learning opportunities of students.
• There is planned monitoring and tracking of students which takes account of attainment and other data, (including SEN information)
• The monitoring of behaviour routinely includes information on Who, What, When, Where, Why and is used to inform planning and interventions.
• Interventions are planned, monitored, reviewed and evaluated.
• All Staff, both teaching and non-teaching, can access a programme of CPD. This includes regular reminders of policy; strategies to achieve consistency; opportunities to access support and help from line managers, subject leaders and SLT; peer coaching, and mentoring.
• Staff are reminded of their responsibilities by referring to the professional standards and through performance management
	• There is a set of school rules, normally no more than five, for inside and for outside the classroom.
	• These are taught, reinforced and applied consistently.
	• The rules are displayed prominently in every classroom and in key places around the school.
	• The rules are positively phrased.
	• All members of the school community constantly refer to the rules and model desired behaviours.
	• The rules are taught, practised and reinforced regularly.
		• Individual teachers, subject teams and whole school responses are in place to cover important routines.
		• These are taught, reinforced and applied consistently.
		• The routines to consider may include:
		  o Entry into classroom – meeting and greeting
		  o Seating arrangements
		  o Lack of equipment
		  o Chewing
		  o Uniform, shoes and jewellery
		  o Gaining the teacher's attention
		  o Speaking in class
		  o Noise levels
		  o Distribution and collection of materials
		  o Transition between activities
		  o Taking the register
		  o Clearing away
		  o Use of equipment
		  o Group work
		  o Late arrivals
		  o Managed exit from classroom
		  o Use of teacher assistants
		  o Movement in the classroom
		  o Movement around the building
		• There are opportunities for students to work co-operatively: whole class discussion, pair work, group work, circle time, communities of enquiry & students are taught how to behave appropriately in each of these ways.
			• There is a staged system of rewards. These are likely to include:
			  o Positive body language
			  o Verbal praise
			  o Note in book/planner
			  o Merit
			  o Student of the week
			  o Phone call home
			  o Praise postcard
			  o Recognition from subject leader
			  o Recognition from Pastoral leader
			  o Recognition in Assembly
			  o Certificate
			  o Recognition from member of SLT
			  o Commendation
			  o Recognition from Head teacher
			  o End of year award.
			• All staff use the system of rewards
			• Students have opportunities to nominate their peers to receive rewards
			• Positive feedback is given for behaviour as well as for work
			• The use of rewards is monitored and analysed to ensure consistency of practice across the school
				• There is a staged system of sanctions.
				• Eye contact or "the look" & other non-verbal cues
				• Proximity praise
				• Verbal warning
				• A warning system which redirects behaviour or leads to a removal from the classroom
				• Discussion after the lesson / outside the original context
				• An opportunity for the student to reflect on their behaviour
				• Individual teacher detention
				• Referral to subject leader (in class)
				• Referral to Pastoral staff (outside the classroom)
				• Phone call home
				• Letter home
				• Temporary removal to another classroom
				• Call out and removal to another part of the school
					• There is mutual respect.
					• A student is considered as an individual who has strengths and weaknesses
					• All staff model positive body language.
					• Staff use assertive language
					• The teacher manages the classroom space by walking round
					• Staff manage out of class areas – there is a planned staff presence
					• Pedagogical strategies support behaviours for learning
					• The development of social and emotional aspects of learning (SEAL) is planned with a whole school approach and includes explicit learning opportunities.
					• There is evidence that assessment for learning is embedded:
					• Objective led lessons.
					• Opportunities for self assessment & peer assessment
					• Written and oral feedback
					• Students are active partners in their learning
					• Students have targets; they know what they need to improve and how to do it
					• There is reflection time
					• There are peer support systems in place: peer mentoring, peer mediation
					• Students have a named member of staff who they can turn to for help, support or advice.
					• Student voice is a key feature: there are structured opportunities for students to be involved in school life and in the decision-making processes, including teaching and learning.
						• There is a commitment to work in collaboration with parents. Collaboration means working jointly to resolve situations
						• There is regular communication with parents for positive and negative feedback about their child
						• Parents views are actively sought and the school will take time to listen to what they have to say
						• Parents' views are acknowledged and incorporated into the overall picture of an individual student
						• The language and tone used by staff with parents is respectful about their child and is mindful of parents increased sensitivities
						• Information about outside agencies will be made available to parents
						• There is a named person in school that parents can contact
						• Parents understand the lines of communication available to them
						• Phone calls from parents will be returned within a specified time
						• Modes and frequency of communications from school are checked regularly
						• Parents are made aware of the school's complaints procedures
						• Parents are given opportunities to visit the school to celebrate successes
						• As part of the school's CPD programme there is training which covers making phone calls home, conducting parents meetings and interviews with parents
						• There is a home- school agreement which clearly outlines the rights and responsibilities for behaviour of staff, students and parents

Making A Difference

Making A Difference