



Mountbatten Primary School

Social Emotional and Mental Health Policy



1	Summary	SEMH			
2	Responsible person	Charlie Hardwick			
3	Accountable SLT member	Jamie Wegg			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Charlie Hardwick			
6	Who has been consulted and recommended policy for approval	LGB			
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Contents

Purpose.....	3
Aims.....	3
1. Current Thinking and Research.....	4
2. Roles and Responsibilities.....	4
3. Co-Working.....	5
4. Capturing Pupil Voice.....	6
5. Class Activities.....	6
6. Whole School Approach.....	6
7. Assessment.....	6
8. Supporting pupils with their social, emotional and mental health needs.....	7
9. Staff CPD.....	7
10. Staff Wellbeing.....	7

Purpose

At Mountbatten primary School, we understand that school can significantly impact on children’s mental health and wellbeing, and this policy outlines our commitment to ensuring we focus on the social, emotional and mental health needs of our pupils.

Through the successful implementation of this policy, we aim to:

- Promote a positive outlook regarding pupils with SEMH difficulties.
- Eliminate prejudice towards pupils with SEMH difficulties.
- Promote equal opportunities for pupils with SEMH difficulties.
- Ensure all pupils with SEMH difficulties are identified and appropriately supported – minimising the risk of SEMH difficulties escalating into physical harm.
- We will up-skill them to be able to learn how to manage a wide range of situations such as:
 - Making and maintaining positive relationships, learning how to manage emotions effectively
 - Becoming more self-aware
 - Boosting self-confidence
 - Developing key skills such as; assessing dangers.

We work together to ensure early identification and preventative strategies are at the heart of what we do. This policy applies to all members of our school community: children, staff, Governors, families and people within our local community.

Aims

- To develop an inclusive well-being structure within school that is accessible, adaptable and has the best interests of pupil at the core of every discussion and decision made
- To ensure children have a sense of belonging and feel safe
- To ensure children have an opportunity to talk openly with trusted adults about their problems without feeling any stigma



- To develop positive working relations with all pupils, supporting each of our pupils through a bespoke alternative curriculum to engage them in learning and develop their resilience
- To ensure we recognise the value of peer-to-peer relations and develop positive peer relationships through improving social coherency and teamwork skills
- For our children to understand factors affecting mental health and to learn coping strategies to promote their own wellbeing
- To listen to pupil voice, taking a person-centred approach to learning
- To work jointly with other professionals to identify and address needs
- For our staff and governors to develop the knowledge, skills and experience in order to best support our Children
- For our staff and governors to identify and recognise social, emotional and mental health needs and follow best practice on supporting those needs (see SEN policy)
- In addition to the children's wellbeing, to promote staff mental health and wellbeing

1. Current Thinking and Research

This policy should be read in conjunction with other key policies that cover Safeguarding, SEN, Behaviour and Positive Handling.

Venn Academy Trust promotes positive mental health and wellbeing throughout our schools and within the whole school community (pupils, staff, parents/carers and governors). We believe that identifying and supporting social, emotional and mental health needs (SEMH) is crucial to enable every pupil to achieve success in their learning and their development of key life skills.

We support our pupils and young people to actively discuss issues that can affect mental health with a view to reducing the 'stigma' and sometimes the negative perception of mental health within society and the media. Our firm belief is that if a child needs to be emotionally regulated to learn and often our pupils need a great deal of support with identifying and managing their feelings in an effective way.

The Department for Education (DFE) recognises that "in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy". Across our schools we provide an environment for pupils and young people to experience a nurturing and supporting environment that develops self-esteem and gives positive experiences for overcoming adversity and building resilience. We also have a robust behavioural policy that is crucial to maintaining firm boundaries and which, in turn, fosters a sense of security, consistency, routine and structure.

2. Roles and Responsibilities

The school's leadership as a whole is responsible for:

- Using a preventative approach to create a safe and calm environment where mental health problems are less likely to occur, in order to improve the mental health and wellbeing of the school community and instil resilience in pupils. A preventative approach includes teaching pupils about mental wellbeing through the curriculum and reinforcing these messages in our activities and ethos.



- Ensuring that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- Equipping staff with the knowledge required to identify pupils whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.
- Raising awareness and employing efficient referral processes in order to help pupils access evidence-based early support and interventions.
- Working effectively with external agencies to ensure the school can provide swift access or referrals to specialist support and treatment.
- Identifying and supporting pupils with SEND, and considering how to use some of the SEND resources to provide support for pupils with mental health difficulties that amount to SEND.
- Identifying where wellbeing concerns represent safeguarding concerns, and ensuring that appropriate safeguarding referrals are made in line with the Child Protection and Safeguarding Policy.

All Staff are Responsible for:

- Being aware of the signs of SEMH difficulties.
- Being aware that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.
- Being aware of the needs, outcomes sought and support provided to any pupils with SEMH difficulties.
- Keeping the relevant school leaders up to date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include: SENCO/headteacher/SEMH lead.

Staff are Responsible for:

- Planning and reviewing support for their pupils with SEMH difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that every pupil achieves their full potential, and that every pupil with SEMH difficulties will be able to study the full national curriculum
- Being responsible and accountable for the progress and development of the pupils in their class.

3. Co-Working

We also work collaboratively with a range of statutory and non-statutory agencies to improve well-being and have developed strong working relationships. Key working partnerships include (but are not limited to):

- CAMHS
- Educational Psychology Service
- Speech and Language Therapy
- Integrated Physical and Sensory Service (IPASS)
- Special Educational Needs Team (local authorities)
- Physiotherapists
- Northcott Outreach
 - Whitehouse Outreach



- Occupational Therapists
- Looked after children services
- Social Workers
- School Nursing/Health Visitors

Key partners hold regular meetings to discuss individual cases and we work with key partners to help shape and strength our wellbeing support.

4. Capturing Pupil Voice

Our aim is also to develop trusting relationships so that children feel safe, happy, respected and valued. We promote pupil voice through developing trusting relationships and providing a range of opportunities to share and capture views. Our Jigsaw PHSE sessions and circle time, together with gathering of pupil voice termly linked to wellbeing will ensure that children's views are captured and supported.

As a school, we also gather pupil voice in the following ways:

- Views of pupils sought about a variety of topics in school each term.
- We have an active school council who act as class representatives to listen to views and suggestions raised.
- 'All about me' documents reflect the views and wishes of our SEND pupils and are included within the personalised learning files.
- Some pupils may have 'My Safety Plan' documents that are available to staff and children and reflect the pupil's understanding of safety, how to stay safe and the team around the pupil
- Campaigns, fundraisers and assemblies to raise awareness of mental health
- A variety of structured lunchtime clubs to promote social interaction.
- Use of buddies at playtimes and lunchtimes to encourage social interaction.

5. Class Activities

- PSHE Jigsaw curriculum which promotes a positive mental health curriculum
- Targeted well-being group work
- Targeted well-being check ins

6. Whole School Approach

We have a positive ethos which promotes pupil success across the setting. We monitor the wellbeing of all pupils and provide a calm and safe environment with a person-centred approach. All staff are vigilant with a listening ear. Social emotional and mental health support forms a core offer of our school support.

7. Assessment

All our SEMH pupils have a graduated response following the 'assess, plan, do and review' process outlined in the SEND Code of Practice (2014). The plans are reviewed at least half-termly or earlier if required. The readiness scale is used to assess the



complex needs of pupils and this is reflected within the graduated response. Progress is monitored and evaluated on a termly basis through the use of the readiness scale.

8. Supporting Pupils with their Social, Emotional and Mental Health Needs

'Providing opportunities'

Our pupils will be able to access a range of opportunities that will support them to identify and manage their own needs. Through the support of our Social, Emotional Well-being worker, working alongside class teachers and external agencies, we are able to offer bespoke sessions that help to develop social and emotional learning.

Some examples are:

- 1-1/small group emotional resilience sessions
- Friendship building and peer to peer support
- Identifying and managing emotions
- ELSA
- Lego therapy
- Psychotherapy sessions
- Check in sessions

'Establishing the level of need required'

Based on an overview of all the above assessments, Senior Leadership along with class staff will determine whether pupils and their families required enhanced support from our school. Level 1: the core offer is what every pupil and their family will receive. Levels 2 and 3 are enhanced waves which will be provided to pupils and families who require and/or request more intensive support.

9. Staff CPD

We recognise that front line staff require frequent and ongoing support to develop the skills, knowledge and experience to best support our pupils. Our staff receive induction training upon commencement of work with us which includes social and emotional training encompassing numerous areas of support and each member of staff is briefed on how we identify collate and report on SEMH needs.

Whilst discussing this, staff are reminded of their duties within the setting in order to follow our policies and protocols which are designed to ensure the safety of the pupil, others and maximise the wellbeing opportunities during the pupil's day at school and extend out to their home life.

10. Staff Wellbeing

Staff are supported through discussions with members of the Senior Leadership Team and their phase leaders. Staff can access external support, such as counselling, and will be signposted to this if required.