

# Burlington Junior School

Shaping Positive Futures



Achieving Our Full Potential

Date adopted	29.2.24
Date approved by chair of Committee	29.2.24
Review date	1.9.24

## Social, Emotional and Mental Health (SEMH) Policy

Contact details

Email:- [burlington.juniors@eastriding.gov.uk](mailto:burlington.juniors@eastriding.gov.uk)

Telephone:- 01262 674487

**Aim:**

At Burlington Junior School we aim to promote a culture which encourages positive mental health conversations. We discuss mental health as a continuum, with good mental health at one end of the spectrum and mental illness at the other end. The World Health Organisation define mental health as:

*Mental health is defined as a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.*

*(WHO, 2014)*

We feel that it is critical that children understand that everyone has mental health and that this lies somewhere along the continuum; there will be times when people need more support than others and being able to recognise this is crucial. It is also vital that our pupils have an understanding of factors that can support positive mental health, and appropriate coping strategies that could be used. Our aim is for pupils to develop a positive understanding of mental health, social interactions and their emotions. This will ensure they are **emotionally healthy, socially confident and understand how to have positive relationships with others.**

**Objectives:**

- 1. To operate a “whole pupil, whole school” approach to the management and provision of support for SEMH.**
- 2. Identify the role of the Senior Mental Health Lead**
- 3. To outline the SEMH provision available at Burlington Junior School.**
- 4. To identify and provide for pupils who have social, emotional or mental health difficulties.**
- 5. To provide support and advice for all staff working with pupils with SEMH needs.**
- 6. To provide support and advice for parents with regards to SEMH needs of pupils.**

### **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 -to-date with any changes in behaviour, academic developments and causes of concern - through the accurate and timely use of CPOMS.

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, or a bespoke curriculum depending on their needs/outcomes.
- Being responsible and accountable for the progress and development of the pupils in their class.

**The DSL is responsible for:**

- Acting as a source of support, advice and expertise for all staff.
- Liaising with staff on matters of safety, safeguarding and welfare.
- Liaising with the mental health lead. The school works in collaboration with mental health support workers who are trained professionals who act as a bridge between schools and mental health agencies.

**Role of the Senior Mental Health Lead**

The Senior Mental Health Lead is responsible for creating a whole-school approach to supporting mental health and wellbeing as well as an open culture in which staff and students alike can discuss their mental health and wellbeing openly. Other aspects of the role include:

- Promoting good mental health and emotional wellbeing for staff and students alike
- Developing a whole-school approach to support mental wellbeing
- Educating students on mental health and wellbeing
- Training staff to identify signs and symptoms of emerging mental health needs in students
- Have a clear process in which staff can report concerns
- Have a clear process of managing all mental health concerns
- Know what local and national help and support is available out of school
- Liaise with a range of external agencies in order to provide support
- Have a clear SEMH offer at universal (tier 1), early intervention (tier 2) and intensive intervention (tier 3) level across the school

**Positive School Culture:**

At Burlington Junior school, we take a whole school approach to staff and pupil well-being. We understand the difficulties and challenges which our families and staff are facing, and aim to support the ongoing - as we recover from Covid-19 and experience a financial crisis.

Our core school values (resilience, respect, tolerance, calmness, kindness and responsibility) demonstrate a commitment to challenging all forms of discrimination. Each half term we focus on one of our values and provide talks and additional teaching. We link this to real world contexts and support the children to identify this value in relation to different areas of the curriculum, for example as part of our careers education. We provide specific talks regarding mental health and well-being across the academic year and use these as an opportunity to educate and promote a positive dialogue around mental health. The school also has a behaviour policy which focusses on positive classroom management techniques and identifies the importance of relationships and relationship building.

**SEMH Offer:**

Ordinarily Available Provision – Tier 1	Early Intervention – Tier 2	Intensive support – Tier 3
<p>SEMH themes built into a broad and balanced curriculum offer</p> <p>Weekly Jigsaw lessons, as part of the PSHE curriculum, which have a focus on mindfulness activities</p> <p>Regular assemblies which focus on the school core values</p> <p>Regular assemblies with specific links to mental health and well-being</p> <p>Check-ins from staff</p> <p>Morning meet and greet – relationship building</p> <p>Worry monsters in all classrooms</p> <p>Mindfulness Club (weekly)</p> <p>Outdoor learning opportunities</p> <p>Nature Friendly schools initiative</p> <p>Access to pastoral support</p> <p>Behaviour Policy – consistency from adults with a clear focus on positive reinforcement</p> <p>Safeguarding procedures</p>	<p>Boxall profile assessment – assess, plan, do, review</p> <p>Social groups</p> <p>Power Programme (Y5/6)</p> <p>Nature Friendly Schools – small group interventions</p> <p>ELSA interventions – weekly</p> <p>Lego Therapy</p> <p>Drawing and Talking</p> <p>Timetabled pastoral support</p> <p>SEND Termly Support plan which identifies support and desired outcomes – assess, plan, do, review cycle</p> <p>Liaising with external agencies, where appropriate</p> <p>Safeguarding procedures</p>	<p>Targeted ELSA intervention (multiple times a week)</p> <p>Increase in pastoral support</p> <p>Support from the Mental Health in Schools Team</p> <p>Early Help referral</p> <p>Liaising with external agencies</p> <p>Safeguarding procedures</p>

### **Identification of an SEMH need:**

Early identification is essential in order to support a pupil's SEMH needs. This may be through the teacher or support staff noticing changes to behaviour or attitude to learning in the classroom or on the playground. It could be through dialogue between parents/carers and staff. Or it could be through the child asking for support themselves. The child could be supported through the 'ordinarily available provision' in school or they may require support identified at tier 2 or 3 level. The class teacher would discuss their concerns with the child's parent/carer initially. After parental consent, the child could then be discussed with the pastoral lead and the senior mental health lead – referral form attached as appendix A. From this, a plan would be put into place to support the child's SEMH needs. This could be as part of a Termly Support Plan – as SEN support, or, if short term support is identified due to a particular change or difficulty, this would not be necessary.

As part of identification, we complete the Boxall profile and use this tool to identify the particular area of need. This forms the assess part of the cycle and helps us then to plan the correct intervention. We follow the assess, plan, do, review cycle. Parents would be invited to attend a review meeting to discuss progress. We try to be flexible and provide Teams meetings, telephone appointments or face-face appointments – depending on parent/carer preference.

Where specific ELSA support is required, specific ELSA assessment is completed pre and post support.

Where external agencies are required, or a Early Help referral appropriate, the school will work closely with all stakeholders to ensure the best support for the pupil and would attend any Team Around the Family meetings (TAF).

As a whole school, we regularly collect pupil voice and use this to inform our curriculum offer and the school environment. Our School council is very active and reflective of our whole school community.

### **SEND and SEMH**

The school recognises it is well-placed to identify SEND at an early stage and works with partner agencies to address these needs. The school's full SEND identification and support procedures are available in the SEND Policy. Where pupils have certain types of SEND, there is an increased likelihood of mental health problems. For example, children with autism or learning difficulties are significantly more likely to experience anxiety. Early intervention is key to address the underlying causes of disruptive behaviour. The school recognises that not all pupils with mental health difficulties have SEND and the graduated response is used to determine the correct level of support to offer- this is used as good practice throughout the school, regardless of whether or not a pupil has SEND. All staff understand their responsibilities to pupils with SEND, including pupils with persistent mental health difficulties.

## **Vulnerable groups**

Some pupils are particularly vulnerable to SEMH difficulties. These ‘vulnerable groups’ are more likely to experience a range of adverse circumstances that increase the risk of mental health problems. Staff are aware of the increased likelihood of SEMH difficulties in pupils in vulnerable groups and remain vigilant to early signs of difficulties.

Vulnerable groups include the following:

- Pupils who have experienced abuse, neglect, exploitation or other adverse contextual circumstances
- Children in Need
- CLA or previously CLA
- Socio-economically disadvantaged pupils, including those in receipt of, or previously in receipt of, free school meals and the pupil premium

These circumstances can have a far-reaching impact on behaviour and emotional states. These factors will be considered when discussing the possible suspension of vulnerable pupils.

## **Risk Factors and Protective Factors:**

There are a number of risk factors beyond being part of a vulnerable group that are associated with an increased likelihood of SEMH difficulties, these are known as risk factors. There are also factors associated with a decreased likelihood of SEMH difficulties, these are known as protective factors. The table below displays common risk factors for SEMH difficulties (as outlined by the DfE) that staff remain vigilant of, and the protective factors that staff look for and notice when missing from a pupil:

	Risk Factors	Protective Factors
In the child	<ul style="list-style-type: none"> <li>• Genetic influences</li> <li>• Low IQ and learning disabilities</li> <li>• Specific development delay or neuro-diversity</li> <li>• Communication difficulties</li> <li>• Difficult temperament</li> <li>• Physical illness</li> <li>• Academic failure</li> <li>• Low self-esteem</li> </ul>	<ul style="list-style-type: none"> <li>• Secure attachment experience</li> <li>• Outgoing temperament as an infant</li> <li>• Good communication skills, sociability</li> <li>• Being a planner and having a belief in control</li> <li>• Humour</li> <li>• A positive attitude</li> <li>• Experiences of success and achievement</li> <li>• Faith or spirituality</li> <li>• Capacity to reflect</li> </ul>
In the family	<ul style="list-style-type: none"> <li>• Overt parental conflict including domestic violence</li> <li>• Family breakdown (including where children are taken into care or adopted)</li> <li>• Inconsistent or unclear discipline</li> <li>• Hostile and rejecting relationships</li> </ul>	<ul style="list-style-type: none"> <li>• At least one good parent-child relationship (or one supportive adult)</li> <li>• Affection</li> <li>• Clear, consistent discipline</li> <li>• Support for education</li> <li>• Supportive long term relationship or the absence of severe discord</li> </ul>

	<ul style="list-style-type: none"> <li>• Failure to adapt to a child's changing needs</li> <li>• Physical, sexual, emotional abuse, or neglect</li> <li>• Parental psychiatric illness</li> <li>• Parental criminality, alcoholism or personality disorder</li> <li>• Death and loss – including loss of friendship</li> </ul>	
In the school	<ul style="list-style-type: none"> <li>• Bullying including online (cyber)</li> <li>• Discrimination</li> <li>• Breakdown in or lack of positive friendships</li> <li>• Deviant peer influences</li> <li>• Peer pressure</li> <li>• Peer on peer abuse</li> <li>• Poor pupil to teacher/school staff relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Clear policies on behaviour and bullying</li> <li>• Staff behaviour policy (also known as code of conduct)</li> <li>• 'Open door' policy for children to raise problems</li> <li>• A whole-school approach to promoting good mental health</li> <li>• Good pupil to teacher/school staff relationships</li> <li>• Positive classroom management</li> <li>• A sense of belonging</li> <li>• Positive peer influences</li> <li>• Positive friendships</li> <li>• Effective safeguarding and Child Protection policies.</li> <li>• An effective early help process</li> <li>• Understand their role in and be part of effective multi-agency working</li> <li>• Appropriate procedures to ensure staff are confident to can raise concerns about policies and processes, and know they will be dealt with fairly and effectively</li> </ul>

### **External Support:**

Where a child or family need further support, we would (with consent) complete an Early Help and Safeguarding referral to see whether there is an external service that would best support the young person and their family. This service would be best placed to signpost the family in the right direction. It also helps to ensure a whole family approach to well-being and ensures all services involved are working together to provide the necessary support.

We currently have a Trainee Education Mental Health in Schools practitioner working within school, one half day a week. As this role develops, we would be able to refer pupils to this service – with parent/carer consent.

The school also access the Social, Emotional and Mental Health Specialist Teaching and Support Team.



### **Working with parents/carers:**

The school works with parents/carers wherever possible to ensure that a collaborative approach is utilised. The school ensures that pupils and parents are aware of the mental health support services available from the school and are signposted to these through ClassDojo, newsletters and emails. The school has half termly coffee sessions with the 'Education Mental Health Practitioners' half termly.

### **Staff Well-being:**

At Burlington Junior School, we value all our members of staff. We aim for them to work in a mentally healthy environment where they:

- Have their individual needs recognised and responded to in a holistic way.
- Have a range of strategies that support their mental health, e.g. a provision 'Mental Health First Aider' a named person to speak to, signposting etc.
- Have recognition of their work-life balance.
- Have the mental health and wellbeing of the staff reviewed regularly.
- Feel valued and have opportunities to contribute to decision making processes.
- Celebrate and recognise success.
- Are able to carry out roles and responsibilities effectively.
- Are provided with opportunities for CPD both personally and professionally.
- Have their unique talents and skills recognised and opportunities are provided for development.
- Have time to reflect.
- Can access proactive strategies and systems to support them at times of emotional needs in both the short and long term.

### **Safeguarding**

All staff are aware that SEMH issues can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation. If a staff member has a SEMH concern about a pupil that is also a safeguarding concern, they take immediate action in line with the Child Protection and Safeguarding Policy and speak to the DSL or deputy DSL.

### **Monitoring**

It is the role of the Senior Mental Health Lead to monitor the interventions and support in place for the pupils and staff in school.

Monitoring may take the form of: observations, pupil questionnaires, staff questionnaires, analysis of Boxall profile progress, pupil discussions, staff discussions – although this is not an exhaustive list.

This policy should be read in conjunction with the school's SEND policy, Equality Policy and Keeping Children Safe in Education (Sept.2023).