



Policy

St Michael's Easthampstead CE Primary School Behaviour Policy

At St Michael's we are a community of active learners who **go above and beyond** in everything we do, equipping ourselves to make a difference in our own lives and in the lives of others.

Policy Name	SEMH Policy
Brief Description:	Social, Emotional and Mental Health including Wellbeing.
Status: Statutory/non-statutory	Non-statutory
Other related policies and procedures:	SEND, Behaviour, Anti-Bullying, Child Protection & Safeguarding
Approval level: HT/Governors/FGB	HT/ Governors
Approved by the Governing Board on:	25 th March 2024
Frequency to be reviewed	Every 3 years
Latest Date for Next Review:	March 2027
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Signed:	Shaun Riordan
Position:	SMHL & Assistant Headteacher
Date of Signature:	6/11/2023 (Updated January 2024)

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1. Aims

At St Michael's Easthampstead, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders. Through positive mental health we are equipped to live out our promise to go above and beyond in our lives and the lives of others.

This policy focuses on pupils' mental health and wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing, and provide them with access to resources

This policy was written in consultation with the Senior Management Team, ELSA and SENCO.

It should be read alongside:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Child protection and safeguarding policy

Our aim at St Michael's is to create and maintain a mentally healthy environment and a healthy learning environment. We define this as:

- A **mentally healthy environment** where our school community is involved in promoting positive mental health and is valued for the role it plays in contributing towards the vision of our school: to *'go above and beyond with love'*.
- A **healthy learning environment** where our curriculum provides opportunities that promote positive mental health alongside our extended provision, e.g. 'wow' moments of excitement and curiosity, tilling, worship, Circle Time, ELSA, play, nurture, targeted and individualised learning activities, flexible timetables, parents/carers events and challenging stereotypes as examples.

2. Legislation and guidance

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)
- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

3. Roles and responsibilities

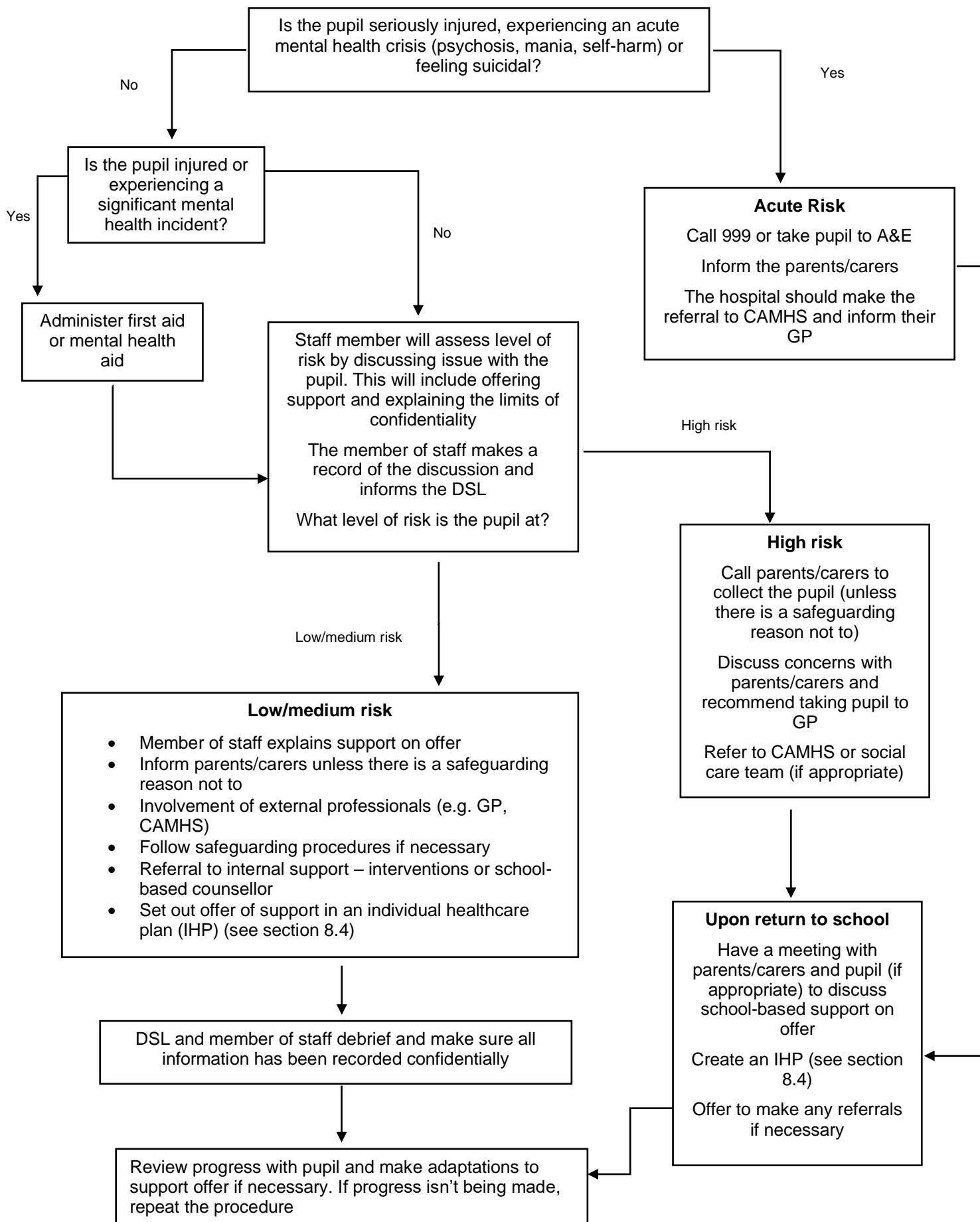
All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the Senior Mental Health Lead (SMHL) and Designated Safeguarding Leads and Deputies (including the SENCO if appropriate).

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Headteacher and Designated Safeguarding Lead (DSL), Caroline Johnson

- Senior Mental Health Lead (SMHL) and Deputy Designated Safeguarding Lead (DDSL), Shaun Riordan
- Anti-Bullying Lead and Deputy Designated Safeguarding Lead (DDSL), Kate Kearney
- Special educational needs co-ordinator (SENCO), Christine Clover
- ELSA, Susie Purser

4. Procedure to follow in a case of acute mental health crisis



5. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

- Changes in:
 - Low mood or energy levels, or swings
 - Eating or sleeping patterns
 - Attitude in lessons or academic attainment
 - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness, refusing to accept praise or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive if/ when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

Other signals staff will lookout for include:

- Being withdrawn
- Avoiding risks
- Unable to make choices
- Isolating themselves
- Failure to engage/ task avoidance/ non-compliance
- Daydreaming
- Unable to make and maintain friendships
- Speech anxiety/ reluctance to speak
- Challenging behaviour
- Restlessness/ over-activity
- Impulsivity
- Physical and/ or verbal aggression
- Perceived injustices
- Disproportionate reactions to situations
- Difficulties with change/transitions
- Lack of empathy
- Lack of personal boundaries/ poor awareness of personal space

All staff will continue to view these signals and signs within the wider context of safeguarding.

6. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL/ DDSL's and SMHL (and SENCO if appropriate for the pupil). All disclosures are recorded and stored in the pupil's confidential child protection file.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the pupil(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

7. Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the pupil will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the pupil in question

Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the DSL/ DDSL's and SMHL (and SENCO if appropriate for the pupil). If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents/carers will be informed unless there is a child protection concern. In this case the Safeguarding policy will be followed.

7.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL/ DDSL's and SMHL (and SENCO if appropriate for the pupil)

4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The DSL/ DDSL's and SMHL (and/ or SENCO if appropriate for the pupil) will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

8. Supporting pupils

8.1 Universal support for all pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

- Raising awareness of mental health during assemblies, class time, PSHE and mental health awareness week
- Signposting children and families to sources of support
- Publishing resources for support in weekly newsletters and on the school website
- Having open discussions about mental health in class, PSHE lessons, assemblies and 1:1 conversations
- Providing children with avenues to provide feedback on any elements of our school that is negatively impacting their mental health through the use of pupil voice and regular wellbeing surveys
- Monitoring children's mental health through assessments, e.g. SDQ's
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering targeted pastoral support via ELSA and SENCO led sessions
- Offering regular family learning sessions with external, specialist partners to children and their families
- Making classrooms and our wider school a safe space to discuss mental health and wellbeing through interventions such as:
 - Worry/ wellbeing boxes
 - Friendship boxes
 - Circle times
 - Anti-bullying ambassadors and strategies
 - Play leaders
 - Class, key stage and whole school assemblies

8.2 Assessing what further support is needed

If a pupil is identified as having a wellbeing and/ or mental health need, the SMHL (and/ or ELSA, SENCO if appropriate for the pupil, always in tandem with the class teacher and with parents/ carers) will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.

Our school will offer support in cycles of:

- Assessing what the pupil's mental health needs are using referral forms and SDQ's
- Creating a plan to provide support in conjunction with the ELSA, SMHL and SENCO if appropriate
- Taking the actions set out in the plan via targeted 6-weekly sessions
- Reviewing the effectiveness of the support offered thereafter

8.3 Internal mental health and wider wellbeing interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- ELSA sessions:
 - Anger management
 - Self-esteem
 - Managing anxiety
 - Emotional regulation
- Nurture groups
- Peer/ sibling support groups
- Therapy dog sessions
- Physical/ play support sessions
- Adjusted timetables
- Working in a quieter/ different location
- Quiet clubs
- Lunchtime clubs e.g. colouring therapy
- Yoga for wellbeing

8.4 Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan (IHP) if it is deemed, in consultation with medical/ outside professionals, the headteacher and parents/ carers, appropriate for the wellbeing of the child and will be written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The pupil's needs resulting from the condition
- Specific support for the pupil's educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in our school needs to be aware of the child's condition
- What to do in an emergency

8.5 Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

- Their GP or a paediatrician
- CAMHS, including Early Help

- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services
- Specialist services via the local authority, Bracknell Forest, and/ or neighbouring authorities

9. Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy, and regularly through our newsletters
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums, newsletters etc.) and offering workshops with our external partners
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home
- Collaborating with parents/carers to assess and feedback using SDQ's before and after specific interventions

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

Where appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 10.4).

10. Supporting peers

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support
- Friendship and peer support sessions with the ELSA

11. Signposting

Sources of support are displayed around our school and linked to on our school website, so pupils and parents/carers are aware of how they can get help.

The SMHL and SENCO will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

Regular sessions and workshops held with our Family Learning partners at Bracknell Forest will be held throughout each academic year.

Our newsletters will continue to feature tools, technique and signpost to resources which parents/carers can use to help and support children at home.

12. Whole school approach to promoting mental health awareness

12.1 Mental health is taught in PSHE

We follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#) best practice alongside other specialist materials and professionals, such as the [Anna Freud National Centre for Children and Families](#), [Place2Be](#), [Young Minds](#), [NSPCC](#) and our scheme partners [Jigsaw](#) and elements of [Kapow](#).

Pupils are taught to:

- Develop healthy coping strategies, techniques and tools
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe
- Recognise the emotions, mental health and wellbeing of others around them

For more information, see our Jigsaw PSHE curriculum.

12.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with pupils in order to break down stigma and stereotypes
- Encouraging pupils to disclose when their mental health is deteriorating and understand some tools and techniques to use to self-help.

13. Training

All staff will be offered training so they:

- Have a good understanding of what pupils' wellbeing and mental health needs are
- Know how to recognise warning signs of mental ill health and those needing wellbeing support
- Know a clear process to follow if they identify a pupil in need of help, following the referral and assessment process as articulated on Teams
- Attend CPD sessions during staff meetings and INSET days where wellbeing and mental health is featured, such as trauma based training

14. Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment with an open-door policy
- Conduct staff wellbeing surveys
- Signpost to our employee assistance programme

15. Monitoring arrangements

This policy will be reviewed every 3 years by Shaun Riordan, SMHL. At every review, the policy will be approved by the governing board and the headteacher.

16. Appendices

Our tiered response to SMEH needs:



Social, Emotional and Mental Health Tiered Response

<p>Tier 1</p>	<p>Universal Offering</p> <p>1 School-wide efforts to raise awareness of emotionally vulnerable pupils and how to support them.</p> <p>Proactive measures in place to support emotional wellbeing of whole community.</p>	<p>Trauma awareness training for all staff.</p> <p>School-wide efforts to raise awareness of emotionally vulnerable pupils and how to support them, including as first agenda item in all meetings.</p> <p>Carefully planned JIGSAW PSHE curriculum which includes mental health/emotional literacy, tailored in response to needs of each class.</p> <p>Assessment of mental health needs and wellbeing (i.e. SDQ's), wellbeing surveys/ student voice.</p> <p>Advice for parents on how to support their child's emotional wellbeing.</p> <p>Activities to mark Children's Mental Health Week and World Mental Health Day.</p> <p>Regular opportunities to share feelings and worries – worry boxes in each classroom and Friendship Box in hall.</p> <p>Access to a range of after-school and lunchtime club offerings.</p> <p>Play leaders, group participation at play, and buddy readers with older friends to support.</p> <p>Moments of reflection, calm and 'stilling' built into the day/ week, with links to Christian values.</p> <p>Access to the learning garden, quiet reading spaces and reflection garden.</p> <p>Discussion at School Council for student-led leadership improvements for wellbeing.</p> <p>Restorative conversations with safe spaces identified.</p>
<p>Tier 2</p>	<p>Targeted Offering</p> <p>2 Individual or group based support for children identified as emotionally vulnerable.</p>	<p>Regular sessions with a trained ELSA practitioner i.e. managing anxiety, anger, emotional regulation etc.</p> <p>Advice, support and signposting for parents.</p> <p>Workshops run in collaboration with external specialists.</p> <p>Regular sessions with Therapy Dog</p> <p>Nurture group.</p> <p>Lunchtime Clubs – e.g. Quiet club, wellbeing club.</p> <p>Assessments of needs using SDQ's.</p> <p>Named trusted adult.</p> <p>Informal support through Lego Therapy, Talk About, Friendship clubs etc.</p>
<p>Tier 3</p>	<p>Enhanced Offering</p> <p>3 Bespoke provision for pupils with more complex needs/ are struggling.</p>	<p>Support from and referral to Specialist Education Service (SES), CAMHS, CYPMHS, Early Help and MASH.</p> <p>Bespoke provision outside of their classroom, either partly or wholly, including co-constructing a bespoke curriculum/ learning space if appropriate, and accessing Alternative Provision via external specialist providers.</p> <p>Support and advice for school and parents from outside external agencies and support hubs.</p>

Building positive relationships: children and staff

It is a professional responsibility for all our staff to build positive and supportive relationships with pupils, parents and colleagues they work with. Teachers and support staff are role models here for children and other adults. They understand the importance of building positive relationships with everyone and that every interaction in an intervention.

We are committed to preparing good relationships by:

- Seeing each other as an individual, with strengths, needs and different windows of tolerance
- Understand how the brain works and the flight/fight response when 'flipping the lid' has occurred
- Ensuring we have a secure understanding of the social and emotional development of children, and can apply this to our relationships-led approach
- Ensuring that the physical environment of our school represents a place of psychological safety for our children

We commit to building and maintaining good relationships by:

- Meeting and greeting pupils at the door in the mornings and after key transitions such as playtimes and PE sessions.
- Where possible, we prepare children in advance of changes (such as different teachers or changes in the timetable) using social stories or whole-class circle time.
- We act light-hearted, positive, joyful, and kind in our tone of voice and our body and facial expressions. We avoid harsh voices, shouting or shaming of any kind.
- We use our words, tones, facial expressions and non-verbal communication in ways with soothe and calm. We apply the same approach to colleagues and parents, whether it is verbally, or through email and messages.
- Being accepting of other people's views, opinions, feelings and practices.
- Being curious about other people's lives, behaviours, reactions and noticing when things are different or have changed.
- Being empathetic and having compassion by being attuned as far as we can to other people's moods.
- Ensuring consistency and fairness.

- Providing opportunities across the school day to develop peoples' ability to see themselves, their relationships and the world more positively.
- Modelling the positive attitudes, values and behaviour expected of everyone in the community.

We commit to repairing good relationships by:

- Using restorative conversations to repair and restore a relationship. With children, we use conversation as a strategy for building trust and learning from mistakes, and in line with our behaviour policy, we encourage children to discuss and take time to think.
- Apologising when we have made a mistake.
- Look for reasons sitting behind difficulties and acts.