

Rode and Norton St Philip School Federation

POLICY FOR SOCIAL EMOTIONAL AND MENTAL HEALTH

October 2018



Approved by the Governing Body of:

Rode and Norton St Philip School Federation

on 18th October 2018

Proposed date of future review

September 2021

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Rationale

Social Emotional and Mental Health is primarily concerned with ensuring the wellbeing of pupils in our school, against a background of rising national concerns about the mental health of children and young people.

We believe that every school needs to be aware of the social emotional and mental health needs of our children, that this underpins effective teaching and learning, and that it is everybody's responsibility to be aware of how to best support vulnerable children.

The Scale of the Problem – National Statistics (source: [Young Minds.org.uk](http://YoungMinds.org.uk))

- 1 in 10 children will have a diagnosable mental health disorder by the age of fourteen, whilst almost 1 in 4 children show some evidence of mental ill health including anxiety and depression.
- Suicide is the most common form of death of boys between 5 and 19, and the second most common cause in girls of the same age.
- 1 in 3 adult mental health conditions correlate directly to adverse childhood experiences
- 3 in 4 children with a diagnosable mental health condition do not get access to the support that they need, with long waiting lists and delayed treatment for those that do.
- 23% of children referred to Child and Adolescent Mental Health Services by concerned GPs, schools and others (CAMHS) are turned away.

What does evidence from research tell us about promoting good SEMH?

There is strong evidence that good social emotional and mental health links to higher educational attainment and better life opportunities. (The Link Between Health and Wellbeing and Attainment; Public Health England 2014)

The Partnership for Wellbeing and Mental Health in Schools (Weare 2015) provides further evidence of this citing positive impacts on:

- Academic learning, motivation and connectedness with school
- Staff wellbeing, reduced sickness and absence, improved teaching performance
- Pupil happiness, sense of purpose and resilience
- The development of social and emotional skills that promote learning, success, wellbeing and mental health in childhood and throughout life

- Reductions in anxiety, stress, low level disruption, impulsive and dysregulated behaviour, bullying, crime, violence, alcohol and drug abuse.

This policy links with the following school policies in our schools:

Behaviour Policy Anti Bullying Policy Child Protection and Safeguarding Policy

SEND Policy Equality Policy

Our Aims	How we will achieve this including support strategies & training
1. To make early identification of children who may be vulnerable to SEMH difficulties and provide timely and appropriate support.	Use of the Behaviour and Vulnerability Profiling Tool, in line with all Frome learning Partnership schools Use of additional and more specific assessment tools for individual pupils
2. To ensure that all staff understand the principles and benefits of effective support for social emotional and mental wellbeing, and that this transfers into whole school practice on a daily basis	Staff training Development of a shared 'Graduated Response to SEMH' document that outlines Universal, Targeted and Higher Needs support, which reflects Somerset Core Standards for SEMH. (Appendix) Identification of routes to appropriate external referrals
3. To ensure we maintain strong and well-trained practitioners within the staff team who can address specific SEMH needs and support other members of staff.	A trained Emotional Literacy Support Assistant, signed up to the ELSA Support network, is available in school. A trained Thrive Practitioner able to carry out assessments and plan interventions from these. The SENCO liaises with external agencies and ensures referrals are timely, evidence based and appropriate
4. To provide a resource for staff reference when further information is required	Provide a central school file that draws together key documents and advice available for all staff to access
5. To monitor the social emotional and mental wellbeing of staff and pupils in our school.	Annual anonymous survey of staff and pupils wellbeing Well-being books in every class to assess and observe well-being for individual pupils An action plan linked to evaluation of results and review of provision with measurable targets.