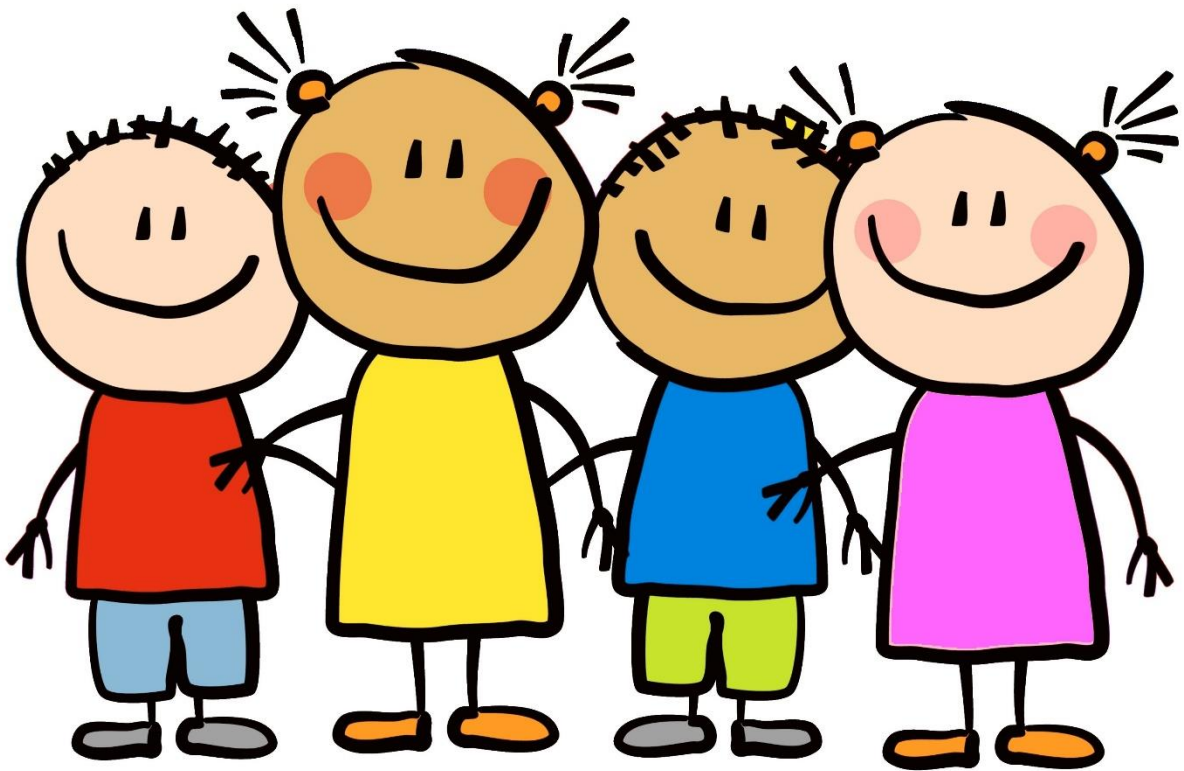




Promoting Positive Mental Health at Littlemoor Primary School



Introduction

SEMH (Social , Emotional Mental Health) difficulties is an overarching term for children who demonstrate difficulties with emotional regulation and/or social interaction and/or are experiencing mental health problems. At Littlemoor Primary School we seek to promote positive mental health in our pupils through a robust system of recognition, monitoring and `plan, do review ` alongside a culture of care where the welfare of the children in our school is paramount.

We recognise that children 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 These difficulties may be displayed through the child or young person becoming withdrawn or isolated, as well as through challenging or behaviour.

A wide range 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 within our school 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. (Please refer to our SEN policy to see how we manage this within our school)

Underlying Reasons

At our school we understand that inappropriate or challenging behaviours (for example) can be interpreted as a communication of an underlying need or difficulty. In order to address such behaviours we seek to recognise these underlying needs and difficulties.

At Littlemoor Primary we believe it is crucial to identify, understand address and 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.

At Littlemoor Primary we recognise that the majority of inappropriate and /or challenging behaviours can be avoided or at least reduced and managed through promoting and supporting positive social, emotional and mental health.

The Role of our School

General

- To guarantee that all our 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 (for example through use of our Social , Emotional and Behaviour Triangles which are updated on a half termly basis - See Appendix and the use of our Graduated Response)
- 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 outside agencies and support services where necessary;
- To ensure that appropriate additional and different provision is consistently in place to meet the needs of pupils with SEMH

We Aim to

- Provide a positive and inclusive curriculum that promotes positive mental health across all subject areas, with PSHE being at the centre of this learning
- Ensure staff are trained and fully equipped to manage social, emotional and mental health issues within the classroom and that they understand the appropriate route and response when a child become a `cause for concern`
- Ensure our school's Health and Wellbeing Champions represents the voice of the children in line with the promotion of positive mental health in school
- Implement and deliver a ` Wellbeing Calender ` across all areas of school life
- Ensure the staff at Littlemoor are supported with their own wellbeing and a work life balance is promoted
- Ensure system' s are in place for assessing and monitoring the mental wellbeing of pupils and staff This includes pupils and staff surveys, open conversations to provide feedback and investment in training
- To continue to foster a nurturing, caring ad safe environment that actively promotes positive mental health

The Graduated Response at Littlemoor Primary School

At Littlemoor Primary School we adopt a Graduated response to SEMH and promoting Positive Mental Health which is line with the SEN Revised Code of Practice 2015

We use this Graduated Response to target our children's needs at different levels of support - Universal , Targeted and Specialist support

We have a adopted a ` tiered ` approach to monitoring the needs of our pupils through the use of ` Social , Emotional and Mental Health ` triangles which are written by the class teacher and monitored by the SLT on a regular , termly basis . (see Appendix)

The following information aims to identify the tiers (levels) of support we use .

The Tiers of Support within Littlemoor Primary and The Graduated Response



Universal Level (Tier 1 of Littlemoor's SEMH triangle)



At Littlemoor Primary School we strongly believe in Quality First Teaching and recognise that all of our pupils must have the opportunity of positive learning experiences within an inclusive school with appropriate behaviour management and in-school support systems.



Through assessment and intervention, we take account of contextual factors in the pupil's environment as well as individual pupil factors.



We promote a whole school approach to the positive management of behavioural, emotional and social development and seek to ensure it is consistently implemented by all staff and across all aspects of school.

Targeted level (Tier's 2 & 3 of Littlemoor's SEMH triangle)

For pupils with SEMH difficulties we 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

Intervention Step 1 - Led by the Teacher



The Class Teacher will :

1. Define and identify any concerns
2. Gather pupils views and create up to date One Page Profiles -Consider any issues that may be impacting on the pupil's SEMH and their behaviour.
3. Reflect on own practice and learning environment - At Littlemoor Primary we will always consider how our practice and the school and classroom environment may be positively or negatively affecting the pupil's SEMH and their behaviour. At this point we will try strategies from our schools ` Graduated Response ` document -(**PLAN , DO , REVIEW**)



4. Gather further information - An informal meeting with parents may occur - at this meeting discuss SEMH and behaviour at school and home, any significant events, medical issues, involvement of outside agencies, etc.
- b. Record behaviours / concerns at the meeting - (When are these behaviours / concerns occurring? How often? In which context? Are there any clear patterns / obvious triggers?)
5. Formulate a support plan - This support may be through intervention , highly differentiated planning , a One Page Profile or a move towards an ` Individual behaviour Plan `

The Class Teacher will work to identify strategies and plan interventions to support changes in identified SEMH concerns and behaviours. At this stage the class teacher will consider changes to the environment, use of support staff, resources, etc.

Plan Do Review - Does the action plan gives rise to positive change in SEMH / behaviour?

Yes - Teacher continues to support pupil

No - Teacher seeks support from SENCo/ Lead Professional

Intervention Step 2 - Class Teacher and SENCo work collaboratively



The Class Teacher and SEMH lead will :

6. Review and Evaluate what has already been put in place - For example -

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. SEMH lead and SLT will gather further information

This could include observations of the pupil in a variety of contexts, reviewing the environmental checklist, discussions with other agencies, completion of behaviour checklists, etc. The SEMH lead/SENCo will also begin to Liaise with parents/carers.

8. Identify appropriate support for the staff working with the pupil

At Littlemoor we will consider:

- Training / development needs.
- Mentoring / support / modelling from another member of staff.
- Training from outside agencies.

9. Write a `needs` based plan (This could be a Pastoral Support Plan , or Traffic Light Plan for example)

At this stage new advice and strategies will be incorporated and both the parents and the pupil will be actively involved - a PCR (Person Centred Review) may occur

Plan Do Review -Does this results in positive change in SEMH / behaviour?

YES -Teacher continues to support the child and incorporates new targets and a plan.

NO - Direct involvement of SEMH / Lead Professional.

Intervention Support Step 3 - Led by SEMH lead and External Agencies

10. MONITOR & REVIEW NEW PASTORAL SUPPORT PLAN/ INCLUSION PLAN

At this stage the SEMH lead will consider:

- Reviewing progress, revisiting of checklists, discussions with pupil and any other agencies involved
- Monitoring arrangements.
- Evaluating any training/support given to staff.

PLAN DO REVIEW -Does the plan results in positive change in SEMH / behaviour?

YES - School/setting continues to support pupil with successful strategies

NO - FORMAL MEETING with parents / carers

At this stage the SEMH lead will meet with parents/carers to discuss progress and referral to external agencies.

Specialist Level - (Tier 4 Of Littlemoor's SEMH Triangle)

At Littlemoor Primary School we recognise that an individual's 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.

A carefully planned , personalised curriculum will require interventions from external agencies.



11. Involvement of Local Authority / External Agencies -

The SEMH lead/SENCo will refer /work with the pupil and the appropriate external agency (E.g. Early Help /CAMHS (Child & Adolescent Mental Health Service), MIND , 1:1 Counselling , Educational Psychologist , Jigsaw Team , GP advice etc) for specialist assessment , advice or intervention.

12 EHCP Assessment (Tier 5 of Littlemoor's SEMH Triangle)

At Littlemoor Primary we recognise that the majority of children SEMH difficulties will not require an EHCP.

However we also recognise that some will demonstrate severe, complex and pervasive needs over a period of time, which have not responded to support from the school and external specialists and may require consideration for assessment for an EHCP.

The Revised SEN Code of Practice 2017 states that - ` A local authority must conduct an assessment of education, health and care needs and prepare an Education, Health

and Care (EHC) plan when it considers that it may be necessary for special educational provision to be made for the child or young person through an EHC plan. This is likely to be where the special educational provision required to meet the child or young person's needs cannot reasonably be provided from within the resources normally available to mainstream early years providers, schools and post 16 institutions. This statutory assessment should not be the first step in the process; rather it should follow on from planning already undertaken with parents and young people in conjunction with an early years provider, school, post-16 institution or other provider.

EHC plans must be focused on the outcomes the child or young person seeks to achieve across education, health and care. EHC plans must set out how services will work together to meet the child or young person's needs and in support of those outcomes. EHC plans will be based on a co-ordinated assessment and planning process which puts the child and young person and their parents at the centre of decision making.'

(Special educational needs and disability code of practice: 0 to 25 years Revised 2015, Chapter 9 , Page 141)

13 ALTERNATIVE PROVISION (Tier 5 of Littlemoor's SEMH triangle)

Exclusion / Managed Move:

In some cases, it is appropriate to consider a managed move to an alternative mainstream or Special school. This will be considered through the accessibility and managed move panel located at Oldham LA .

See also Behaviour Policy (updated September 2020) and SEN Policy (Updated September 2020)