**PERRYFIELDS PRIMARY PRU**

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**SOCIAL, EMOTIONAL AND MENTAL HEALTH POLICY**

**April 2020**

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| **Review Date** | **Reviewed Date** | **Reviewer**  **(Staff)** | **Action**  **(Ratified by Management Committee)** |
| **March 2022** |  |  |  |
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**Statement of intent**

This policy outlines the framework for Perryfields Primary PRU to meet its duty in providing and ensuring a high quality of education to all of its pupils, including pupils with social, emotional and mental health (SEMH) difficulties, and to do everything it can to meet the needs of pupils with SEMH difficulties.

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 work with the LA and external agencies with regards to the following:

* The involvement of pupils and their parents in decision-making
* The early identification of pupils’ needs
* Collaboration between education, health and social care services to provide support when required
* Greater choice and control for pupils and their parents over their support

**Legal framework**

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

Children and Families Act 2014

Health and Social Care Act 2012

Equality Act 2010

Education Act 2002

Mental Capacity Act 2005

Children Act 1989

This policy has been created with regard to the following DfE guidance:

DfE (2018) ‘Mental health and behaviour in schools’

DfE (2016) ‘Counselling in schools: a blueprint for the future’

DfE (2015) ‘Special educational needs and disabilities code of practice: 0 to 25’

This policy also has due regard to the school’s policies including, but not limited to, the following:

Child Protection and Safeguarding Policy

SEND Policy

Behaviour and Relationships Policy

Supporting Pupils with Medical Conditions Policy

Staff Code of Conduct

Administering Medication Policy

Exclusion Policy

**The school’s leadership as a whole is responsible for:**

**Creating a safe and calm environment:** Where mental health problems are less likely to occur, the leadership can 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.

**Identifying mental health and wellbeing difficulties:** Byequipping staff with the knowledge required, early and accurate identification of emerging problems is enabled.

**Providing early support for pupils experiencing mental health and wellbeing difficulties:** By raising awareness and employing efficient referral processes, the school’s leadership can help pupils access evidence-based early support and interventions.

**Accessing specialist support to assist pupils with mental health and wellbeing difficulties:** By working effectively with external agencies, the school can provide swift access or referrals to specialist support and treatment.

**Identifying and supporting pupils with SEND:** As part of this duty, the school’s leadership considers 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:** Where mental health and wellbeing concerns could be an indicator of abuse, neglect or exploitation, the school will ensure that appropriate safeguarding referrals are made in line with the Child Protection and Safeguarding Policy.

**The Management Committee is responsible for ensuring that:**

Identifying, assessing and organising provision for all pupils with SEMH difficulties, whether or not they have an EHC plan.

Endeavouring to secure the special educational provision called for by a pupil’s SEMH difficulties.

Designating an appropriate member of staff to be the SENCO and coordinating provisions for pupils with SEMH difficulties.

Taking all necessary steps to ensure that pupils with SEMH difficulties are not discriminated against, harassed or victimised.

Arrangements are in place to support pupils with SEMH difficulties.

Appointing an individual Management Committee member or sub-committee to oversee the school’s arrangements for SEMH.

**The headteacher is responsible for:**

Ensuring that those teaching or working with pupils with SEMH difficulties are aware of their needs and have arrangements in place to meet them.

Ensuring that teachers monitor and review pupils’ academic and emotional progress during the course of the academic year.

Ensuring that the SENCO has sufficient time and resources to carry out their functions, in a similar way to other important strategic roles within the school.

On an annual basis, carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school’s performance management arrangements.

Ensuring that staff members understand the strategies used to identify and support pupils with SEMH difficulties.

Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEMH difficulties.

Establishing and maintaining a culture of high expectations and including pupils with SEMH difficulties in all opportunities that are available to other pupils.

Consulting health and social care professionals, pupils and parents to ensure the needs of pupils with SEMH difficulties are effectively supported.

Keeping parents and relevant staff up-to-date with any changes or concerns involving pupils with SEMH difficulties.

Ensuring staff members have a good understanding of the mental health support services that are available in their local area, both through the NHS and voluntary sector organisations.

**The SENCO / Mental Health Lead is responsible for:**

Collaborating with the Management Committee and headteacher to determine the strategic development of SEMH policies and provisions in the school.

Undertaking day-to-day responsibilities for the successful operation of the SEMH Policy.

Overseeing the whole-school approach to mental health, including how this is reflected in policies, the curriculum and pastoral support, how staff are supported with their own mental health, and how the school engages pupils and parents with regards to pupils’ mental health and awareness.

Collaborating with the headteacher and management Committee, to outline and strategically develop SEMH policies and provisions for the school.

Advising on the deployment of the school’s budget and other resources in order to effectively meet the needs of pupils with SEMH difficulties.

Being a key point of contact with external agencies, especially the mental health support services, the LA, LA support services and mental health support teams.

Providing professional guidance to colleagues about mental health and working closely with staff members, parents and other agencies.

Referring pupils with SEMH difficulties to external services, e.g. specialist children and young people’s mental health services (CYPMHS), to receive additional support where required.

Overseeing the outcomes of interventions on pupils’ education and wellbeing.

Liaising with parents of pupils with SEMH difficulties, where appropriate.

Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.

Liaising with the potential future providers of education, such as high school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

Leading mental health CPD.

**Teaching staff are responsible for:**

Being aware of the signs of SEMH difficulties.

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 there are no barriers to every pupil achieving 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.

Being aware of the needs, outcomes sought and support provided to any pupils with SEMH difficulties.

Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include: SENCO/headteacher/subject leader.

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.

**Creating a supportive whole-school culture**

Senior leaders will clearly communicate their vision for good mental health and wellbeing with the whole school community.

The school utilises various strategies to support pupils who are experiencing high levels of psychological stress, or who are at risk of developing SEMH problems, including:

Counselling

Positive classroom management

Developing pupils’ social skills

Working with parents

Peer support

Teaching about mental health and wellbeing through curriculum subjects.

The school’s Behaviour and Relationships Policy includes measures to prevent and tackle bullying, and contains an individualised, graduated response when behaviour may be the result of mental health needs or other vulnerabilities.

The SLT ensures that there are clear policies and processes in place to reduce stigma and make pupils feel comfortable enough to discuss mental health concerns.

Pupils know where to go for further information and support should they wish to talk about their mental health needs or concerns over a peer’s or family member’s mental health or wellbeing.

**Staff training**

The SLT ensures that all teachers have a clear understanding of the needs of all pupils, including those with SEMH needs.

The SLT promotes CPD to ensure that staff can recognise common symptoms of mental health problems, understand what represents a concern, and know what to do if they believe they have spotted a developing problem.

Clear processes are in place to help staff who identify SEMH problems in pupils escalate issues through clear referral and accountability systems.

**Identifying signs of SEMH difficulties**

The school is committed to identifying pupils with SEMH difficulties at the earliest stage possible.

Staff are trained to know how to identify possible mental health problems and understand what to do if they spot signs of emerging difficulties.

When the school suspects that a pupil is experiencing mental health difficulties, the following graduated response is employed:

* + An assessment is undertaken to establish a clear analysis of the pupil’s needs
  + A plan is set out to determine how the pupil will be supported
  + Action is taken to provide that support
  + Regular reviews are undertaken to assess the effectiveness of the provision, and changes are made as necessary

A strengths and difficulties questionnaire (SDQ) is utilised when a pupil is suspected of having SEMH difficulties. An SDQ can assist staff members in creating an overview of the pupil’s mental health and making a judgement about whether the pupil is likely to be suffering from any SEMH difficulties.

Staff members understand that persistent mental health difficulties can lead to a pupil developing SEND. If this occurs, the headteacher ensures that correct provisions are implemented to provide the best learning conditions for the pupil, such as providing school counselling. Both the pupil and their parents are involved in any decision-making concerning what support the pupil needs.

Where appropriate, the headteacher asks parents to give consent to their child’s GP to share relevant information regarding SEMH with the school.

Where possible, the school is aware of any support programmes GPs are offering to pupils who are diagnosed with SEMH difficulties, especially when these may impact the pupil’s behaviour and attainment at school.

Staff members discuss concerns regarding SEMH difficulties with the parents of pupils who have SEMH difficulties.

Staff members consider all previous assessments and progress over time, and then refer the pupil to the appropriate services.

Staff members take any concerns expressed by parents, other pupils, colleagues and the pupil in question seriously.

The assessment, intervention and support processes available from the LA are in line with the local offer.

All assessments are in line with the provisions outlined in the school’s SEND Policy.

Staff members are aware of factors that put pupils at risk of SEMH difficulties, such as low self-esteem, physical illnesses, academic difficulties and family problems.

Staff members are aware that risks are cumulative and that exposure to multiple risk factors can increase the risk of SEMH difficulties.

Staff members promote resilience through our Learning Powers to help encourage positive SEMH.

Staff members understand that familial loss or separation, significant changes in a pupil’s life or traumatic events are likely to cause SEMH difficulties.

Staff members understand what indicators they should be aware of that may point to SEMH difficulties, such as behavioural problems, pupils distancing themselves from other pupils or changes in attitude.

Staff members understand that where SEMH difficulties may lead to a pupil developing SEND, it could result in a pupil requiring an EHC plan.

Staff members will observe, identify and monitor the behaviour of pupils potentially displaying signs of SEMH difficulties; however, only medical professionals will make a diagnosis of a mental health condition.

Pupils’ data is reviewed on a termly basis by the SLT so that patterns of attainment, attendance or behaviour are noticed and can be acted upon if necessary.

An effective pastoral system is in place so that every pupil is well known by at least one member of staff, who can spot where disruptive or unusual behaviour may need investigating and addressing.

Staff members are mindful that some groups of pupils are more vulnerable to mental health difficulties than others; these include LAC, pupils with SEND and pupils from disadvantaged backgrounds.

**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.

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

**Children in need, LAC and previously LAC (PLAC)**

Children in need, LAC and PLAC are more likely to have SEND and experience mental health difficulties than their peers.

Children in need, LAC and PLAC are more likely to struggle with executive functioning skills, forming trusting relationships, social skills, managing strong feelings, sensory processing difficulties, foetal alcohol syndrome and coping with change.

Children in need may also be living in chaotic circumstances and be suffering, or at risk of, abuse, neglect and exploitation. They are also likely to have less support available outside of school than most pupils.

School staff are aware of how these pupils’ experiences and SEND can impact their behaviour and education.

The impact of these pupils’ experiences is reflected in the design and application of the school’s Behaviour and Relationships Policy, including through individualised graduated responses.

The school uses multi-agency working as an effective way to inform assessment procedures.

Where a pupil is being supported by LA children’s social care services (CSCS), the school works with their allocated social worker to better understand the pupil’s wider needs and contextual circumstances. This collaborative working informs assessment of needs and enables prompt responses to safeguarding concerns.

When the school has concerns about a looked-after child’s behaviour, the designated teacher and virtual school head (VSH) are informed at the earliest opportunity so they can help to determine the best way to support the pupil.

When the school has concerns about a previously looked-after child’s behaviour, the pupil’s parents/carers or the designated teacher seeks advice from the VSH to determine the best way to support the pupil.

**Adverse childhood experiences (ACEs) and other events that impact pupils’ SEMH**

The school supports pupils when they have been through ACEs, even if they are not presenting any obvious signs of distress – early help is likely to prevent further problems.

Support may come from the school’s existing support systems or via specialist staff and support services.

**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.

Early intervention to address the underlying causes of disruptive behaviour includes an assessment of whether appropriate support is in place to address the pupil’s SEND.

The headteacher considers the use of a multi-agency assessment for pupils demonstrating persistently disruptive behaviour. These assessments are designed to identify unidentified SEND and mental health problems, and to discover whether there are housing or family problems that may be having an adverse effect on the pupil.

The school recognises that not all pupils with mental health difficulties have SEND. 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.

The SENCO ensures that staff understand how the school identifies and meets pupils’ needs, provides advice and support as needed, and liaises with external SEND professionals as necessary.

**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.

**Stress and mental health**

The school recognises that short-term stress and worry is a normal part of life and that most pupils will face mild or transitory changes that induce short-term mental health effects. Staff are taught to differentiate between ‘normal’ stress and more persistent mental health problems.

**SEMH intervention and support**

The curriculum for PSHE focusses on promoting pupils’ resilience, confidence and ability to learn.

Positive classroom management and working in small groups is utilised to promote positive behaviour, social development and high self-esteem.

Support is offered to pupils who require it.

Relevant external services are utilised where appropriate.

A child psychologist is made available where a pupil requires such services.

Where appropriate, parents have a direct involvement in any intervention regarding their child.

Where appropriate, the school supports parents in the management and development of their child.

When in-school intervention is not appropriate, referrals and commissioning support will take the place of in-school interventions. The school will continue to support the pupil as much as possible throughout the process.

Serious cases of SEMH difficulties are referred to CAMHS

The school commissions individual health and support services directly for pupils who require additional help.

The services commissioned are suitably accredited and are able to demonstrate that they will improve outcomes for pupils.

For pupils with more complex problems, additional in-school support includes:

* + Supporting the pupil’s teacher to help them manage the pupil’s behaviour.
  + Additional educational one-to-one support for the pupil.
  + Seeking professional mental health recommendations regarding medication.
  + Family support and/or therapy where recommended by mental health professionals.

**Suicide concern intervention and support**

Where a pupil discloses suicidal thoughts or a teacher has a concern about a pupil, teachers should record details of their observations or discussions and share them with the DSL.

Once suicide concerns have been referred to the DSL, local safeguarding procedures are followed.

**Working with other schools**

The school works with local schools and will use external support groups to share resources and expertise regarding SEMH.

**Working with parents**

The school works with parents wherever possible to ensure that a collaborative approach is utilised which combines in-school support with at-home support.

The school ensures that pupils and parents are aware of the mental health support services available from the school.

Parents and pupils are expected to seek and receive support elsewhere, including from their GP, NHS services, trained professionals working in CAMHS, voluntary organisations and other sources.