

Social, Emotional & Mental Health (SEMH)



Possible barriers to SEMH:

- Eating Disorders
- Anxiety
- Depression
- Attachment
- PTSD
- ADHD
- Emotional regulation
- Bereavement

• EHC Needs Assessment

Individualised

• HYMS Support

• 1:1 SEMH support

• Educational Psychology Support

• SEND Support Plan/Access Plan/De-escalation Plan

• Adjusted school day

• School Age Plus/EHA • Mental Health Support Team/Primary Jigsaw

• Personalised Provision Plan • Time out/Purple Pass

• Meet and greet • Team around the Family

- Clear whole school behaviour policy • Restorative approaches: encourage active listening, relationship development and effective resolution of conflict • Zones of Regulation for all • Whole class emotional check in's
- *Consistent use of rewards and sanctions • Opportunities for social and emotional development: buddy system, friendship strategies, circle time, PSHE Curriculum/Growth Mindset, nurture group • Reinforcement of rules – visual prompts to support if needed
- Social seating and proximity to teacher • Positive intervention strategies • Flexible approach to range of behaviour
- Use of 'forced choice' and motivation • Supportive peer systems • Calming strategies • Clear communication with parent/carer
 - Calm learning environment • Visual prompts for positive behaviours • Reward chart/system • Time out/quiet area
 - Pupil communication valued and responded to • Adults say what they mean (avoid sarcasm, abstract vocabulary etc)
- Structured, consistent routines • Positive relationships evident • Tactical ignoring/Non-verbal signals/Asking about relevant rule / Catching the young person being good / Praising • Adults say the behaviour they want
- Opportunities to meet sensory need (Fiddle toys) • Awareness of Individual Needs – Knowing the child • Advice from Outside Agencies
 - Relevant training for staff

Universal