



Social, Emotional and Mental Health Strategy/Policy

Rationale

Every child needs to feel valued, involved and appreciated, and we know what makes happy, resilient, healthy and confident children. Some children react through their behaviour to the emotional turmoil and distress caused by events in their lives, either long term or temporarily.

At Weston Primary we have increasing numbers of pupils with SEMH difficulties, whose behaviour potentially can impact on their own well-being and learning, and that of others. National evidence shows that 3 children in every classroom have a mental health problem, whilst Child and Adolescent Mental Health Service (CAHMS) turn away 25% of children referred to them.

The increasing pressures of modern day life: social media, influence of celebrity culture, dysfunctional families, parenting, poverty, school pressures and friendship issues have all impacted on children's ability to cope with life in school, when so many other issues prevail in their lives.

School has recognised that we need to take on a whole school community approach to the issue, and we view our pupil's development in a holistic way.

Our Aim

Is simply this ... to develop resilient, happy confident and safe children.


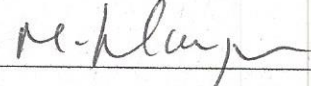
How we will achieve this:

- Identify early on, pupils at risk of SEMH difficulties and make early referral for support, ensuring close working with partner agencies, and holding them to account for support.
- Plan individualised specific intervention programmes to support well-being and behaviour
- Headteacher and Pastoral Lead trained in supporting children with SEMH needs

- Whole staff training on supporting children with SEMH
- Work closely with the Halton Healthy Schools Team to become a lead school for supporting SEMH, developing expertise through training to support pupils.
- To deliver a whole school approach through the “Learning Power” and Nurture models, with named staff leading in these approaches.
- Support pupils to re-engage with life and learning
- Seek out programmes to enhance friendships and interpersonal relationships
- Deliver a broad and balanced curriculum based on the needs of our pupils.

What will be the desired impact?

- 100% of identified children are accessing support to enable them to engage in the curriculum
- Identified children make targeted progress
- Identified children attend school 95% of the time
- Exclusions from school will be minimal
- Classrooms will be calm and orderly and other children’s efficient education will not be affected by the behaviour of others.
- Leadership time will not be taken up as a consequence of poor behaviour
- Whole school Learning Power Approach, SEMH and Nurture principles training will impact on whole class ethos
- The “Zen Shed” will be available to pupils and groups to support emotional well-being as a quiet place to retreat to.

Signed	 _____	Signed	 _____
	Headteacher		Chair of Governors
Date agreed	3 rd December 2019 _____	Date agreed	3 rd December 2019 _____
To be reviewed:	Annually _____	Date to be reviewed:	December 2020 _____