

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)



Social, Emotional, Mental Health and Wellbeing Policy

This section should be completed following ratification of the Policy:

Committee Ratifying Policy: FGB	Date of meeting: email 20 th Sept 26, follow up at FGB
---------------------------------	---

	Name
Chair of Committee's Approval	
Chair of Governor's Approval	H Spurrier
Recommended Review Date:	Sept 27

Ownership

Blisworth Community Primary School is a Local Authority School. It will be displayed on the policy list whether the policy is Local Authority adopted or school produced.

Version Control

This document is issued and maintained in accordance with Blisworth Community Primary School's procedures. Any change to the document will increase its version number. It is the responsibility of the reader to check with the Clerk that this is a currently valid copy.

Version	Date	Description of Change	Changed By

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

Contents

1. Vision
2. Aims
3. Statutory Framework and Guidance
4. Prevention: creating a culture of whole school positive mental health
5. Identification: risk factors for challenges with social and emotional mental health and wellbeing
6. Early support: SEMH support and intervention
7. Access to specialist support
8. Working with families
9. Roles and responsibilities
10. CPD and Training
11. Monitoring and Review

“Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community.” (World Health Organisation 2014)

1. Vision

At Blisworth Community Primary School, we recognise that positive social, emotional and mental health is fundamental to pupils' wellbeing, achievement and future success.

We are committed to creating a nurturing, inclusive and aspirational environment where every child feels safe, valued and empowered to be the best they can be. We believe that emotional wellbeing underpins successful learning, healthy relationships and active participation in school life.

Through our curriculum, pastoral support and wider opportunities, we proactively develop pupils' resilience, confidence, emotional literacy and self-regulation. By doing so, we aim to equip pupils with the knowledge, understanding and strategies needed to manage challenge, seek support when required and flourish both within and beyond our school community.

As a small community school, we recognise the importance of broadening pupils' experiences and preparing them for life in a diverse and changing society. Promoting positive social, emotional and mental health is therefore central to our commitment to safeguarding, inclusion and personal development.

Our core school values of ‘community, collaboration, courage, curiosity, perseverance and integrity’ are embedded within the curriculum and the school community as a whole and are aimed at

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

developing children who will go on to become successful adults with the lifelong ability to respond to the challenges that it brings.

- Mental health applies to all – it is not an absence of mental health difficulties.
- Maintaining positive mental health allows us to respond effectively to the challenges that everyday life brings.
- Working together with children, with the school community, with families and with outside agencies is very important.
- Early intervention is vital when a mental health need is identified.

2. Aims

Through this policy we aim to: promote positive social, emotional and mental health for all pupils; foster resilience, confidence, emotional literacy and self-regulation; create a culture where wellbeing is valued and support is accessible; identify emerging needs at the earliest opportunity; provide graduated support appropriate to identified need; remove barriers to learning, attendance and participation; ensure vulnerable pupils receive timely and effective support; work in partnership with families and relevant professionals; and monitor and evaluate provision to secure positive outcomes for pupils. At our school:

- All children are valued as individuals;
- Children have a sense of belonging and feel safe;
- Children feel able to talk openly with adults free from stigma or judgement;
- Bullying is not tolerated;
- Positive mental health is taught, valued, and promoted across the whole school. It is seen as something we build collectively as a community for the benefit of all.

We recognise that social, emotional and mental wellbeing can be influenced by a range of experiences and circumstances. Some pupils may face additional barriers that increase vulnerability and require enhanced support. We are committed to ensuring that every pupil, regardless of background or circumstance, can access the opportunities, support and experiences required to thrive. Leaders actively monitor attendance, engagement, participation and outcomes to identify barriers, address inequalities and ensure that vulnerable pupils receive appropriate support. Particular consideration is given to pupils with SEND, disadvantaged pupils, young carers, looked after and previously looked after children, and those experiencing challenging life circumstances. We are committed to ensuring that all pupils can participate fully in the life of the school and access the opportunities, support and experiences necessary to flourish.

We believe that the most effective approach to supporting social, emotional and mental health is through the promotion of positive wellbeing for all pupils. At Blisworth Community Primary School, wellbeing is not viewed as a standalone initiative but as an integral part of everyday school life. Through our curriculum, personal development offer, school values and wider opportunities, pupils are supported to develop confidence, self-esteem, resilience, emotional literacy, self-regulation and positive relationships. Positive mental health is promoted through high-quality RSHE education, explicit teaching of emotional literacy and resilience, strong relationships, our school values, pupil voice, leadership opportunities, Protective Behaviours education, British Values, enrichment activities and celebration of achievement and personal growth.

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

3. Statutory framework and Guidance

This policy has been developed with 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 reference to the following DfE guidance:

- DfE (2026) ‘Keeping children safe in education 2026’
- DfE (2018) ‘Mental health and behaviour in schools’
- DfE (2015) ‘Special educational needs and disabilities code of practice: 0 to 25’

This policy is linked to and informed by our own school policies including:

- Safeguarding Policy
- Inclusion including SEND Policy
- Behaviour and School Values Policy
- Staff Code of Conduct
- Anti-bullying Policy
- Relationships, Health, and Sex Education Policy

This policy is based on the four principles from the DfE guidance “Mental Health and Behaviour in schools” and is aimed at developing a positive whole school approach.

- Prevention
- Identification
- Early support
- Access to specialist support

4. Prevention: creating a culture of whole school positive mental health

Our statement of intent in this policy sets out our vision for a whole school approach to mental health and links with our school values system. This will be clearly communicated to school staff and the school community.

As part of this, our school utilises various strategies to support pupils who are experiencing high levels of psychological stress, or who are at risk of developing SEMH difficulties, including:

- Teaching about mental health and wellbeing through curriculum subjects such as PSHE and RSHE
- Positive classroom management and a praise-based behaviour policy that allows the opportunity for individualised application to account for needs.

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

- Developing pupils' social and emotional skills through our school values system which is also mapped across the curriculum so it is embedded in all we do.
- Working closely with parents and families and providing signposting to support services
- Peer support through opportunities for teamwork and class and whole school projects.
- Pupil voice committees to allow children to be heard. Pupil voice plays an important role in evaluating the effectiveness of SEMH provision. Leaders regularly seek pupils' views regarding their wellbeing, sense of belonging, access to support, feelings of safety and wider school experiences. This feedback is used to inform future provision and ensure pupils remain at the centre of decision-making.
- Visits and events that promote positive mental health and give opportunities for children to focus on their wellbeing.
- Clear anti-bullying policy to tackle all types of bullying including cyberbullying.
- Access to a designated wellbeing lead with training to run evidence-based interventions where appropriate e.g., Drawing and Talking, Lego Therapy
- A culture where discussing mental health concerns is destigmatised.
- Children are taught who to go to should they need to discuss concerns about the mental health of a friend, family member or someone in their community they are worried about.

5. Identification: risk factors for challenges with social and emotional mental health and wellbeing

Our school is committed to identifying SEMH difficulties at the earliest possible opportunity and staff are trained to recognise the signs that a member of the school community may be developing a mental health difficulty.

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.**

The signs that a person may be developing a mental health difficulty include, but are not limited to:

- Anxiety
- Low mood
- Being withdrawn
- Avoiding risks
- Unable to make choices
- Low self-esteem
- Isolating themselves
- Refusing to accept praise
- Failure to engage
- Poor personal presentation
- Lethargy/apathy
- Daydreaming
- Unable to make and maintain friendships
- Speech anxiety/reluctance to speak
- Task avoidance
- Challenging behaviour or non-compliance

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

- Restlessness/over-activity
- Mood swings
- Impulsivity
- Physical or verbal aggression
- Perceived injustices
- Disproportionate reactions to situations
- Difficulties with change/transitions
- Absconding
- Disordered eating
- Lack of empathy
- Lack of personal boundaries

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

- Any safeguarding concerns will reported and recorded immediately should there be any suspected risk of harm.
- An assessment will be undertaken to establish a clear analysis of the pupil's needs. This will usually include attaining pupil voice through a 'Three Houses' activity with our wellbeing lead and consideration of the protective and risk factors surrounding the pupil individually, within the family, within the school community and within the wider community.
- A plan is set out to determine how the pupil will be supported – this will usually involve senior leaders/Safeguarding team where necessary. Depending on need this could include targeted intervention, signposting families to external agencies or charity organisations, involvement of other professionals or where appropriate, an offer of Family Help.
- Action is taken to provide the required support and will be monitored for measurable impact within a specified time.
- Regular reviews are undertaken to assess the effectiveness of the provision, and changes are made as necessary.

Staff members will discuss concerns regarding SEMH difficulties with the parents of pupils who have SEMH difficulties, and take any concerns expressed by parents, other pupils, colleagues and the pupil in question seriously.

Staff members are aware of the following:

- Factors that put pupils at risk of SEMH difficulties
- The fact that risks are cumulative and that exposure to multiple risk factors can increase the risk of SEMH difficulties.

Staff members understand the following:

- Familial loss or separation, significant changes in a pupil's life or traumatic events, including acute childhood trauma, are likely risk factors for SEMH difficulties.
- What indicators they should be aware of that may point to SEMH difficulties, such as behavioural change, pupils distancing themselves from other pupils or changes in attitude or presentation.

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

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

Unacceptable behaviour is managed in line with the school's Behaviour and School Values Policy and allows for a graduated and individualised approach that considers SEMH and SEND needs in pupils.

Pupils' data is reviewed on a regular basis by teaching staff and senior leadership so that patterns of attainment, attendance or behaviour are noticed and can be acted upon if necessary. Regular attendance reviews, vulnerable pupil tracking and pupil progress meetings contribute to informed analysis.

An effective pastoral system is in place so that every pupil is well known by at least one member of staff, for example, a class teacher, 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. Vulnerable groups include the following:

- Pupils who have experienced abuse, neglect, exploitation or other adverse contextual circumstances
- Children in need
- LAC or PLAC
- Socio-economically disadvantaged pupils, including those in receipt of, or previously in receipt of, free school meals and the pupil premium.

These circumstances can have a far-reaching impact on behaviour and emotional health and wellbeing. These factors will be considered should there be a discussion of possible exclusion of vulnerable pupils.

Children in need, LAC and 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

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

and application of the school's Behaviour and School Values Policy, including through individualised graduated responses that allow the opportunity to consider individual needs.

- 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.

Adverse childhood experiences (ACEs) and other events that impact the SEMH of pupils

The balance between risk and protective factors is disrupted when traumatic events happen in pupils' lives, such as the following:

- Loss or separation: This may include a death in the family, parental separation, divorce, hospitalisation, loss of friendships, family conflict, a family breakdown that displaces the pupil, being taken into care or adopted, or parents being deployed in the armed forces.
- Life changes: This may include the birth of a sibling, moving house, changing schools or transitioning between schools.
- Traumatic experiences: This may include abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- Other traumatic incidents: This may include natural disasters or terrorist attacks. Some pupils may be susceptible to such incidents, even if they are not directly affected. For example, pupils with parents in the armed forces may find global disasters or terrorist incidents particularly traumatic.

The school supports pupils when they have been through ACEs even if they are not presenting any obvious signs of distress. Early support can prevent a mental health problem occurring further on in their lives. Support may come from the school's existing support systems or via specialist staff and support services depending on the circumstances.

SEND and SEMH

- Our 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 Inclusion Policy.
- Where pupils have specific types of SEND, there is an increased likelihood of mental health problems. For example, children with autism or learning difficulties are significantly more likely to experience anxiety.
- 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.
- Our school recognises that not all pupils with mental health difficulties have 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.

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

Stress and mental health

Our school recognises that short-term stress and worry is part of everyday life and that most, if not all, pupils may face mild or transitory changes that induce short-term mental health difficulties including stress or anxiety.

Our staff are taught how to differentiate between this and more persistent mental health problems.

Pupils are taught that feeling anxious or worried are usual and appropriate emotions in many circumstances and that it is only when they affect our ability to engage positively with everyday life or that they become overwhelming that they can develop into a mental health difficulty that they should seek help with.

Protective factors and risk factors

There are several 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.

The table below displays common risk factors for SEMH difficulties (as outlined by the DfE) that staff remain vigilant of, and the protective factors that staff look for and notice when missing:

	Risk factors	Protective factors
Individual	• Genetic influences • Low IQ and learning disabilities • Specific development delay or neurodiversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem	• Secure attachment experience • Outgoing temperament as an infant • Good communication skills and sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
Family	• Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs	• At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long-term relationships or the absence of severe discord

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

	- Physical, sexual, emotional abuse, or neglect - Parental psychiatric illness - Parental criminality, alcoholism, or personality disorder - Death and loss – including loss of friendship	
School	- Bullying including online (cyber bullying) - Discrimination - Breakdown in or lack of positive friendships - Deviant peer influences - Peer pressure - Peer-on-peer abuse - Poor pupil-to-teacher/school staff relationships	- Clear policies on behaviour and bullying - Staff behaviour policy (also known as code of conduct) ‘Open door’ policy for children to raise problems - A whole-school approach to promoting good mental health - Good pupil-to-teacher/school staff relationships - Positive classroom management - A sense of belonging - Positive peer influences - Positive friendships - Effective safeguarding and child protection policies. - An effective early help process - Understand their role in, and are part of, effective multi-agency working - Appropriate procedures in place to ensure staff are confident enough to raise concerns about policies and processes and know they will be dealt with fairly and effectively
Community	- Socio-economic disadvantage - Homelessness - Disaster, accidents, war or other overwhelming events - Discrimination - Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation - Other significant life events	- Wider supportive network - Good housing - High standard of living - High morale school with positive policies for behaviour, attitudes, and anti-bullying - Opportunities for valued social roles - Range of sport/leisure activities

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

6. Early support: SEMH support and intervention

- Our school's curriculum for PSHE and RSHE focusses on promoting pupils' resilience, confidence, and ability to face challenges they may meet in life. Our school acknowledges that mental health impacts on a person's ability to learn. Our curriculum explicitly teaches that mental health is something that we can act on to maintain positive wellbeing, in the same way there are actions we can take to protect our physical health. It removes the stigma that may surround seeking help for a mental health difficulty and helps children learn to differentiate between usual and appropriate emotions and those which may be developing into a problem that may cause them difficulties.
- Positive classroom management and working in small groups is utilised to promote positive behaviour, social development, and high self-esteem.
- School-based wellbeing sessions (which may include specific one to one or group evidence-based programmes) can be offered to pupils who require it. These are facilitated by staff who are trained in these programmes.
- Families are signposted to and encouraged to seek relevant support where appropriate, including contact with their child's GP and with other agencies and voluntary organisations who may be able to offer mental health support.
- Serious cases of SEMH difficulties are referred to CYPMHS.

7. Access to specialist support

Pupils and their families may be signposted or referred to a number of external agencies for support:

- CYPMHS Child and Young Person's Mental Health Service
- School Nursing Team
- GP Surgery
- Educational Psychology Services
- Children and Family Services

8. Working with families

Parents or carers can approach their child/children's class teacher if they have mental health concerns about their child.

We recognise parents and carers as key partners in promoting positive social, emotional and mental wellbeing. Positive outcomes are most effectively achieved when schools and families work together in a supportive, open and collaborative manner. We are committed to maintaining strong partnerships with families and ensuring support is coordinated, responsive and centred upon the needs of the child.

To support parents and carers we will:

- Provide information about how to access online mental health support and signpost to local wellbeing, counselling and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our SEMH Policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE.

When a concern has been raised about a child's mental health or wellbeing, our school will:

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

- Contact parents (Although there may be cases where parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

9.Roles and responsibilities

The school's leadership as a whole is responsible for:

- Using a preventative approach to create a safe and calm environment which can improve the mental health and wellbeing of the school community and instil resilience in pupils, making mental health problems less likely to occur. A preventative approach includes teaching pupils about mental wellbeing through the curriculum and reinforcing these messages in our activities and ethos.
- Ensuring that only appropriately trained professionals should attempt to make a diagnosis of a mental health problem.
- Ensuring that staff are aware of how potentially traumatic adverse childhood experiences (ACE), including abuse and neglect, can impact on a pupil's mental health, behaviour and education.
- Equipping staff with the knowledge required to identify pupils whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one.
- Raising awareness and employing efficient referral processes to help pupils access evidence-based early support and interventions.
- Working effectively with external agencies to ensure the school can provide swift access or referrals to specialist support and treatment.
- Identifying and supporting pupils with SEND and considering 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 and ensuring that appropriate safeguarding referrals are made in line with the Child Protection and Safeguarding Policy.

The governing board is responsible for:

- Ensuring provision is in place 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 ensuring they coordinate provisions for pupils with SEMH difficulties.
- Taking all necessary steps to ensure that pupils with SEMH difficulties are not discriminated against, harassed or victimised.
- Ensuring arrangements are in place to support pupils with SEMH difficulties.

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

- Ensuring there are clear systems and processes in place for identifying possible SEMH problems, including routes to escalate and clear referral and accountability systems.
- Identifying an appropriate staff member to act as the senior mental health lead, with sufficient authority to develop and oversee the school's approach to mental health and wellbeing.

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 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.
- 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 senior mental health lead is responsible for:

- 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 SENCO, headteacher and governing board, as part of the SLT, to outline and strategically develop SEMH policies and provisions for the school.
- Coordinating with the SENCO to provide a high standard of care to pupils who have SEMH difficulties.
- 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, including SEMH charities.
- 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.

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

- 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 secondary school teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.
- Leading mental health CPD.
- Undertaking senior mental health lead training.

The SENCO is responsible for:

- Collaborating with the governing board, headteacher and the senior mental health lead, as part of the SLT, 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.
- Supporting the subject teachers in the further assessment of a pupil's particular strengths and areas for improvement and advising on the effective implementation of support.
- Ensuring that staff members understand the strategies used to identify and support pupils with SEMH difficulties.

All staff are responsible for:

- Being aware of the signs of SEMH difficulties.
- Being aware that mental health problems can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation.
- Understanding how potentially traumatic adverse childhood experiences can impact a pupil's mental health, behaviour and education.
- 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.
- Actively seeking training for themselves

Teaching staff are responsible for:

- 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.

The DSL is responsible for:

- Acting as a source of support, advice and expertise for all staff.
- Liaising with staff on matters of safety, safeguarding and welfare.

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

- Liaising with the senior mental health lead where safeguarding concerns are linked to mental health.

10. CPD and Training

Promoting pupils' social, emotional and mental wellbeing is everyone's responsibility. All staff receive statutory safeguarding training annually alongside regular safeguarding updates throughout the year. Professional development may include child development and emotional wellbeing, mental health awareness, emotional regulation, attachment and trauma-informed practice, behaviour as communication, SEND and inclusion, Protective Behaviours, adverse childhood experiences, targeted intervention programmes and safeguarding.

Training priorities are informed by pupil need, safeguarding trends, school improvement priorities and emerging local and national guidance. The school also recognises the importance of staff wellbeing in fostering a positive school culture and creating an environment in which pupils can thrive socially, emotionally and academically.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year should it become appropriate to provide for any emerging needs within the school.

11. Monitoring and Review

The implementation and effectiveness of this policy are monitored by senior leaders and governors as part of the school's wider safeguarding, inclusion and personal development responsibilities.

Leaders evaluate trends over time and compare the experiences and outcomes of vulnerable pupils with those of their peers in order to identify inequalities and inform strategic improvement priorities. Leaders use this information to ensure vulnerable learners are able to access the same opportunities, experiences and personal development outcomes as their peers.

Governors receive regular information regarding the effectiveness of SEMH provision and use this to provide appropriate support and challenge to school leaders.

Monitoring activities are used to identify emerging needs, evaluate impact, address barriers to participation and inform future school improvement priorities.

Effective SEMH provision is expected to contribute positively to attendance, engagement, behaviour, achievement, personal development and pupils' readiness for the next stage of education.

Success will be reflected through:

- Improvements in attendance, engagement and emotional wellbeing.
- Positive participation in school life, enrichment opportunities and wider experiences.
- Strong relationships, resilience, confidence and readiness to learn.
- Pupils feeling safe, valued, supported and included.
- Pupils developing the emotional literacy, self-regulation and wellbeing needed to flourish both in school and beyond.

Policy No	Blisworth Community Primary School
Version No 1	(Social, Emotional, Mental Health and Wellbeing Policy)

This policy will be reviewed annually, and any amendments will be presented to the governing body for approval.