



# Social, Emotional and Mental Health Policy



1	Summary	Social, Emotional and Mental Health Policy			
2	Responsible person	Britta Dickinson-Fry/ Amanda Robinson			
3	Accountable SLT member	Britta Dickinson-Fry			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	Caroline Knight			
6	Who has been consulted and recommended policy for approval	SMT & Executive Principal			
7	Approved by and date				
8	Version number	4			
9	Available on	Every	<input type="checkbox"/> Y <input type="checkbox"/> N	Trust website <input type="checkbox"/> Y <input type="checkbox"/> N Academy website <input checked="" type="checkbox"/> Y <input type="checkbox"/> N SharePoint <input checked="" type="checkbox"/> Y <input type="checkbox"/> N	
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input checked="" type="checkbox"/> Support staff <input checked="" type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)				
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			



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## 1. Policy Statement

At Thorpepark Academy, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where all pupils are highly valued. At our Academy we know that everyone's experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

### At Thorpepark we:

- help pupils to understand their emotions and feelings better.
- help pupils feel comfortable sharing any concerns or worries.
- help pupils socially to form and maintain relationships.
- promote self-esteem and ensure pupils know that they count.
- encourage pupils to be confident and 'dare to be different'.
- help pupils to develop emotional resilience and to manage setbacks.

### We promote a mentally healthy environment through:

- Promoting our Thorpepark values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating both academic and non-academic achievements.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing all stakeholders opportunities to reflect.
- Access to appropriate support that meets their needs.

## 2. Purpose

We recognise that by supporting social, emotional and mental health needs of our pupils, we will up-skill them to be able to learn how to manage a wide range of situations such as; making and maintaining positive relationships, learning how to manage emotions effectively, becoming more self-aware, boosting self-confidence and developing key skills such as; assessing dangers.

## 3. Aims

- To develop an inclusive well-being structure within Thorpepark that is accessible, adaptable and has the best interests of pupil at the core of every discussion and decision made.
- To ensure pupils have a sense of belonging and feel safe.
- To ensure pupils have an opportunity to talk openly with trusted adults about their problems without feeling any stigma.
- To develop positive working relations with all pupils, supporting each of our pupils through a bespoke alternative curriculum to engage them in learning and develop their resilience.
- To ensure we recognise the value of peer-to-peer relations and develop positive peer relationships through improving social coherency and teamwork skills.



- For our pupils to understand factors affecting mental health and to learn coping strategies to promote their own wellbeing.
- To ensure pupils can identify issues regarding mental health and learn coping strategies to promote their well-being.
- Children know how to raise concerns for getting support regarding mental health.
- To listen to pupil voice, taking a person-centred approach to learning.
- We work jointly with other professionals to identify and address needs.
- For our staff and governors to develop the knowledge, skills and experience in order to best support our pupils.
- For our staff and governors to identify and recognise social, emotional and mental health needs and follow best practice on supporting those needs (see SEN policy).
- In addition to the pupil's wellbeing, to promote staff mental health and wellbeing.
- To ensure parents are well informed about the mental health support in school and know where they can seek advice from external agencies if they have concerns about their child or themselves.

#### **4. Scope**

This policy should be read in conjunction with other key policies that include SEND, Medical, Safeguarding and Positive Handling. This policy should also be read in conjunction with policies for Behaviour and Anti-bullying, and PSHE.

#### **5. Lead members of staff**

Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific role include:

- Britta Dickinson-Fry- Mental Health Lead, Business Manager
- Amanda Robinson – SENDCO, Mental Health Lead
- Wendy Mortimer – Safeguarding and welfare officer & Emotional Literacy Support Assistant - ELSA
- Aaron Marshall – Behaviour and Personal Development Lead

The wellbeing for our pupils is a shared responsibility for all. Senior management oversee, direct and develop our social emotional and mental health curriculum which is benchmarked against national standards. The Safeguarding and Welfare team work jointly with the SENDCO to identify pupils' SEMH needs are met. Teachers and support staff are key adults who implement the support identified to promote emotional wellbeing of our pupils. The emotional, behaviour and wellbeing officer provides targeted social and emotional support and acts as a link for staff and senior leadership team. Governors are responsible for the overarching SEMH needs and ensuring that pupils are progressing with their wellbeing.

Venn Academy Trust promotes positive mental health and wellbeing throughout the whole Academy community (pupils, staff, parents/carers and governors). The Trust believe that identifying and supporting social, emotional and mental health needs (SEMH) is crucial to enable every pupil to achieve success in their learning and their



development of key life skills. Venn Academy provides support for all pupils and young people to actively discuss issues that can affect mental health with a view to reducing the 'stigma' and sometimes the negative perception of mental health within society and the media. Venn Academy believe that if a pupil needs to be emotionally regulated to learn and often our pupils need a great deal of support with identifying and managing their feelings in an effective way.

The Department for Education (DFE) recognises that "in order to help their pupils succeed; Academies have a role to play in supporting them to be resilient and mentally healthy". Across our Academy's we provide an environment for pupils and young people to experience a nurturing and supporting environment that develops self-esteem and gives positive experiences for overcoming adversity and building resilience. We also have a strong behavioural policy (view under our policy section) is crucial to maintaining firm boundaries and which, in turn, fosters a sense of security, consistency, routine and structure.

## **6. Partnership working**

We also work collaboratively with a range of statutory and non-statutory agencies to improve well-being and have developed strong working relationships. Key working partnerships include (but are not limited to):

- CAMHS
- Educational Psychology Service
- Speech and Language Therapy
- Integrated Physical and Sensory Service (IPASS)
- Special Educational Needs Team (local authorities)
- The Parks Pupils Centre
- Physiotherapists
- Northcott Outreach
- Whitehouse Outreach
- Occupational Therapists
- Looked after pupils services
- Academy Nursing/Health Visitors
- Advotalk
- Mental Health Support Teams – Hull
- Counselling services
- Therapists

Key partners hold regular meetings with us to discuss individual cases and we work with key partners to help shape and strength our wellbeing support.

## **7. Capturing pupil voice**

- 'All about me' documents reflect the views and wishes of our pupils and are included within the personalised learning files.
- We have an active Academy council who act as class representatives to listen to views and suggestions raised. Our council are actively involved with community projects.



- Some pupils may have 'individual risk assessments' documents that are available to staff and pupils and reflect the pupil's understanding of safety, how to stay safe and the team around the pupil
- Campaigns, fundraisers and assemblies to raise awareness of mental health
- Pupils to complete surveys to support the development of the curriculum related to mental health.
- A variety of structured lunchtime clubs to promote social interaction
- The Personal Development Profile can also be used to capture the voice of the pupil, their needs, their perspective on the changes they are experiencing, and to check that the changes made by parents are enabling their children to thrive.

### **8. Curriculum offer;**

- PSHE Jigsaw curriculum which promotes a positive mental health curriculum.
- Targeted well-being work.
- Targeted well-being check ins and check outs.
- Targeted support is provided e.g. art tutoring.
- Weekly assemblies which covers a range of SEMH issues and National. campaign support days – for example, the White Ribbon Campaign.

### **9. Whole Academy approach**

We have a positive ethos which promotes pupil success across the setting. We monitor the wellbeing of all pupils and provide a calm and safe environment with a person centred approach. All staff are vigilant with a listening ear. Social emotional and mental health support forms a core offer of our Academy support. We will ensure that all stakeholders are aware of what support is available within the school and how to access further support.

#### **Identifying needs and warning signs**

All staff are aware to lookout for and identify a range of possible difficulties including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

Academy staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated pupil protection and safeguarding officer or the emotional wellbeing lead as appropriate.

**Possible warning signs include:**

- Changes in eating / sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

**Assessment**

All our SEMH pupils have a graduated response following the 'assess, plan, do and review' process outlined in the SEND Code of Practice (2014). The plans are reviewed termly or earlier if required. The Personal Development Profile is used to assess the complex needs of pupils and this is reflected within the graduated response. Progress is monitored and evaluated on a termly basis through the use of the Personal Development Profile.

'My Safety Plan' is reviewed termly by the BPD L with the pupil.

**Supporting pupils with their social, emotional and mental health needs**

Our pupils will be able to access a range of opportunities that will support them to identify and manage their own needs. Through the support of our BPD L we are able to offer structured bespoke sessions that help to develop social and emotional learning.

Some examples of our Targeted support are:

- 1-1/small group emotional resilience sessions
- Collaborative team building skills
- Friendship building and peer to peer support
- ELSA – identifying and managing emotions
- Conversation and feelings groups
- Check in and check out sessions
- Managing feelings resources e.g. 'worry boxes' and 'worry monsters'

**'Establishing the level of need required'**

Based on an overview of all the above assessments, Senior Leadership along with class staff will determine whether pupils and their families required enhanced support from our Academy. Level 1: the core offer is what every pupil and their family will receive. Levels 2 and 3 are enhanced waves which will be provided to pupils and families who require and/or request more intensive support.

**10. Staff CPD**

We recognise that front line staff require frequent and ongoing support to develop the skills, knowledge and experience to best support our pupils.

Our staff receive induction training upon commencement of work with us which includes social and emotional training encompassing numerous areas of support and each member of staff is briefed on how we identify collate and report on SEMH needs. Whilst discussing this, staff are reminded of their duties within the setting in order to follow our policies and protocols which are designed to ensure the safety of the pupil,





others and maximise the wellbeing opportunities during the pupil's day at Academy and extend out to their home life.

We have two adult who are both ELSA (emotional literacy support assistant) qualified through Hull's psychological service and receive termly supervisions to monitor the progress.

### **11. Working with Parents**

In order to support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing on our Academy website
- Share and allow parents to access sources of further support e.g. through parent forums and groups.
- Ensure that all parents are aware of who to talk to, and how to get support, if they have concerns about their child or themselves.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share information about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

### **12. Staff wellbeing**

Staff are supported through the staff wellbeing policy (see policies).

#### **For Further Information:**

OUR WEBSITE and SOCIAL MEDIA LINKS

CAMHS (Hull) – 01482 303688

CAMHS (ER) – 01482 303810

KIDS - 01482 467540

NSPCC – 0808 800 5000

IPASS – 01482 318400