



Manor Wood Primary

Policy for Social, Emotional and Mental Health (SEMH)



Social, Emotional and Mental Health Policy

1. Context – Why Teaching SEMH is Important

At Manor Wood Primary School, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and we recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. In 2018, about 1 in 10 children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on quality of life, relationships and academic achievement. In many cases it is life-limiting.

The Department for Education (DfE) recognises that: *"in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy"*. Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

For some, school will be a place of respite from difficult home lives and it will offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community. Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it.

We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued
- Children have a sense of belonging and feel safe
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Bullying is not tolerated

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing (see appendix 1).

Prevalence of Mental Health Problems

1 in 4 adults will experience a mental health problem each year and 1 in 10 children and young people will. In any classroom of 30 children who are 15 years old (from PHE 2015)

- 3 could have a mental disorder
- 10 are likely to have witnessed their parents separate
- 1 could have experienced the death of a parent
- 7 are likely to have been bullied
- 6 may be self-harming

According to the Guardian (December 2016) pressure on mental health services for children is increasing, with figures from NHS Digital showing that the number of under-18s attending A&E in England due to a mental health crisis has risen by more than half in the past five years. Those turning up as a result of psychiatric conditions such as psychosis more than doubled from 6,950 in 2010-11 to 14,917 in 2014-15, while those seeking treatment after harming themselves rose from 13,504 to 17,019 over the same period. Schools need to play a key role in addressing this.

Disability and Mental Health

Children with learning disabilities are 6 times more likely to have mental health problems. Children with long-lasting physical disabilities are twice as likely to suffer emotional or behavioural issues. Issues may include: Diagnostic overshadowing, multiple diagnoses/co-morbidity.

Learning Difficulties and Disabilities: children with learning disabilities are six times more likely to have mental health problems than other children and more than 40% of families with learning disabled children feel they do not receive sufficient help from medical professionals, social workers or mental health services.

Autistic Spectrum: the National Autistic Society cites data showing that one in 100 children has autism, and that more than seven in ten children with autism have a co-morbid mental health problem. They argue that many of these problems are preventable with the right support and that changes to the way that CAMHS are delivered can stop them from occurring.

Chronic Physical Health Problems: children with a long-lasting physical illness are twice as likely to suffer from emotional problems or disturbed behaviour. This is especially true of physical illnesses that involve the brain, such as epilepsy and cerebral palsy. 12% of young people live with a long-term condition (LTC) (Sawyer et al 2007).

Corbett (1979) showed in a study of children with severe learning disabilities aged 0–15 years in south-east London that 47% of the sample had some form of psychiatric disorder. Gillberg et al (1986), in a study of 13- to 17-year-olds in Sweden,

demonstrated increased rates of autism, language and social impairment and psychosis in those with an IQ of less than 50.

2. Development Process

This policy was drafted by the PSHE Lead. Parents/carers were consulted through forum meetings, teaching and non-teaching staff were consulted through whole school staff meetings and pupils were consulted through pupil voice sessions. Governors were consulted through the Teaching and Learning committee. This policy has been approved and adopted by the head teacher and governing body. The member of staff responsible for overseeing and reviewing this policy is: Becky Hayes. It will be reviewed briefly annually and in full every 2 years, or in line with new legislation.

We are committed to the ongoing development of SEMH in our school. We will use the following indicators to monitor and evaluate progress:

- a coordinated and consistent approach to curriculum delivery has been adopted, with support from the Health & Wellbeing Service, based on the Mindmate Curriculum (see appendix 4)
- the content of the SEMH curriculum is flexible and responsive to pupils' differing needs which are gathered at least annually through the use of pupil perception data such as the My Health My School Survey (Year 5 and Year 6)
- children are receiving an entitlement curriculum for SEMH in line with national and local guidance
- there are clearly identified learning objectives for all SEMH activities and pupils' learning is assessed using formative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly and involves staff, governors, parents/carers and, where appropriate, pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our SEMH, for example, through parent/carer information sessions
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community

In developing this policy we have taken account of:

- Children and Young People's Mental Health: State of the Nation 2016

- Promoting children and young people’s emotional health and wellbeing, Public Health England 2015
- Preparing to teach about mental health, PSHE Association 2015
- Mental Health and Behaviour in Schools, DfE 2014
- Supporting children with medical conditions, DfE 2014.

3. Location and Dissemination

This policy document is freely available on request to the whole school community. The policy is referred to in the school prospectus as well as in relevant areas of the curriculum. A copy of the policy can be found on the school website. A physical copy of the policy is available from the school office.

4. Relationship to Other Policies

This policy links to:

- Anti-bullying
- Assessment, Recording and Reporting
- Attendance
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Confidentiality
- Continued Professional Development
- Equal Opportunities
- Online safety/Computing
- First Aid
- Health & Safety
- Monitoring and Evaluation
- PSHE
- Race Related Incidents
- Restorative Practice
- Science
- SEN/Inclusion
- SRE
- Teaching and Learning
- Visitors in School

5. The Definition of SEMH

We use the World Health Organisation’s definition of mental health and wellbeing “*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*”.

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with other
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

‘Social and Emotional Well-being’ refers to a state of positive mental health and wellness. It involves a sense of optimism, confidence, happiness, clarity, vitality, self-worth, achievement, having a meaning and purpose, engagement, having supportive and satisfying relationships with others and understanding oneself, and responding effectively to one’s own emotions

‘Mental Health Problems’ refers to the wide range of mental health, emotional and social challenges, difficulties, conditions and illnesses that can beset both pupils and staff, including stress and burnout, anxiety, depression, attachment difficulties and behavioural problems.

6. The Principles of High Quality SEMH in our School

- is a partnership between home and school
- ensures pupils’ views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- has sufficient time to cover a wide range of topics, based on the Mindmate Curriculum
- is taught through 6 key Mindmate themes:
 1. Feeling Good and Being Me
 2. Friends and Family
 3. Life Changes
 4. Strong Emotions
 5. Being the Same and Being Different
 6. Solving Problems (and making it better)
- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned and evaluated

- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise. This is based on the Mindmate Curriculum and encompasses the following key aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands
2. Helping children to develop social relationships, support each other and seek help when they need it
3. Helping children to be resilient learners
4. Teaching children social and emotional skills and an awareness of mental health
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services
6. Effectively working with parents and carers
7. Supporting and training staff to develop their skills and their own resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

7. Overall School Aims for SEMH

Our approach to SEMH consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of the Mindmate Curriculum, where the social, emotional and mental health and wellbeing of pupils and the whole school community are actively promoted. Our SEMH curriculum has a positive influence on the ethos, learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our SEMH programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

8. To Whom the Policy Applies

The policy applies to:

- The head teacher
- All school staff
- The governing body
- Pupils
- Parents/carers
- School nurse and other health professionals
- Partner agencies working in or with the school

- Religious leaders/faith groups

9. Staff Roles and Responsibilities, including those with Specific Responsibility

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff will teach a spiral SEMH curriculum, following the Mindmate lesson plans to meet the identified learning objectives. These lessons will be taught in the afternoon of the first Monday back after any school holidays and are referred to as 'Mindmate Mondays'.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy (see appendix 1 on risk and protective factors).

Our Inclusion Lead for Social, Emotional & Mental Health Needs:

- Leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing
- Leads on PSHE professional development for staff about mental health (Mindmate) and is responsible for building and maintaining the school SEMH webpage: <http://www.carrmanor-pri.leeds.sch.uk/semh-social-emotional-mental-health/>
- Provides advice and support to staff and organises training and updates
- Works with the safeguarding team to be the first point of contact with mental health services, and makes individual referrals to them.

We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

Sources of relevant support include:

- Our own Senior Leadership Team
- Our own PSHE and SEMH Lead
- Our Safeguarding/Child Protection Leads
- Our Phase Leaders

- School support staff employed to manage mental health needs of particular children
- Our SENDCO who helps staff understand their responsibilities to children with special educational needs and disabilities (SEND), including children whose mental health problems mean they need special educational provision.
- Our Children's Centre Manager and team
- Our School Nurse
- Our Play Therapist
- SENIT Inclusion Workers

10. Supporting Children's Positive Mental Health

We believe the School has a key role in promoting children positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches using the Mindmate Curriculum (see appendix 4):

Pupil-led activities

- Whole school assemblies to raise the awareness of mental health
- Peer mediation and Peer mentoring through the use of RP Reps – children working together to solve problems and planned sessions where identified adults mentor a designated child
- RP Cooler Team – a lunchtime group supporting younger/ lonely/ upset children at lunchtimes and break times.

Transition programmes

- Transition Programme to secondary schools which includes all Year 6 children having taster days to support a smooth transition to secondary school

Class activities

- 'Carr'-munity Awards- a mechanism where children can be praised for certain duties, tasks or things they have done and have them celebrated in phase assembly
- Ask-it-Basket - a similar mechanism where children can anonymously share worries or concerns in class, all of which will be answered by the class teacher
- Mental health teaching programmes- Mindmate lessons
- RP Circle times

Whole school

- Termly Mental Health Drop-In Sessions- Inclusion Lead for Social, Emotional & Mental Health Needs runs sessions for parents and carers to talk about mental health issues and do ongoing promotion
- October 10th- World Mental Health Day celebrated as a whole school- assembly, followed by class activities
- Displays and information around the School about positive mental health and where to go for help and support
- Anti-Bullying week- whole school participates in the national campaign through dressing up and attending a whole school assembly
- Time to Talk Day (7th February) celebrated as a whole school- assembly, followed by class activities
- Nurture groups run by play therapists, learning mentors or SENIT Inclusion workers
- Resilience Training for all staff and children- Growth Mindset
- Children's Mental Health Week (4th- 10th February) celebrated as a whole school- assembly, followed by class activities
- International Day of Happiness celebrated in whole school assembly and children are encouraged to carry out random acts of kindness
- Participation in Autism Awareness Week (led by SENDCO)
- Dyslexia Advantage- led by children who have been diagnosed with dyslexia and the SENDCO

Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

11. Identifying, Referring and Supporting Children with Mental Health Needs

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to
- Ensure the welfare and safety of children are paramount
- Identify appropriate support for children based on their needs
- Involve parents and carers when their child needs support
- Involve children in the care and support they have
- Monitor, review and evaluate the support with children and keep parents and carers updated.

Early Identification

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- SDQ (Social Difficulty Questionnaires)
- Analysing behaviour, exclusions, visits for First Aid, attendance and sanctions.
- Using Leuven scales to identify children in EYFS who need support
- Staff report concerns about individual children to the relevant lead persons.
- Ask-it-Baskets in each class for children to raise concerns which are checked by the Class Teachers and Mental Health Lead (these are anonymous but give an indication of needs in a particular classes regularly)
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns.
- Family Outreach worker visits to home
- Gathering information from a previous school at transfer.
- Parental meetings in EYFS and home visits.
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

All staff at Manor Wood Primary School have had training on the protective and risk factors (see Appendix 1), types of mental health needs (see Appendix 2) and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Mental Health Lead or the SENDCO.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Falling academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- An increase in lateness or absenteeism
- Not wanting to do PE or get changed for PE
- Wearing long sleeves in hot weather
- Drugs or alcohol misuse
- Physical signs of harm that are repeated or appear non-accidental
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

12. Disclosures by Children and Confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than give advice.

Staff make it clear to children that the concern will be shared with the Mental Health Lead or the Safeguarding Lead and will be recorded, in order to provide appropriate support to the pupil. All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

13. Assessment, Interventions and Support

All concerns are reported to the Mental Health Lead, to the SENDCO and/or to the Head Teacher and are recorded. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the School or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

Need	Evidence-based Intervention and Support	Monitoring
The level of need is based on discussions at the regular Inclusion meetings/panel with key members of staff and involves parents and children	The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and children For example	
Highest need	CAMHS-assessment, 1:1 or family support or treatment, consultation with school staff and other agencies Other External agency support Other	All children needing targeted individualised support will have an Individual Care Plan drawn up setting out

	interventions e.g. art therapy. If the school, professionals and/or parents conclude that a statutory Education, Health and Care Assessment is required, we refer to the SEND policy and SEN School Information Report.	<ul style="list-style-type: none"> • The needs of the children • How the pupil will be supported • Actions to provide that support • Any special requirements
Some need	Access to in school nurture group, family support worker, school nurse, art therapy, play therapy, educational psychologist, 1:1 intervention, small group intervention, skills for life/wellbeing programmes, circle of friends.	Children and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through a pre and post SDQ and if needed a different kind of support can be provided. The Care Plan is overseen by the SEMH Lead.
Low need	General support E.g. School Nurse drop in, class teacher/TA,	

Children are informed that the Inclusion Lead for Social, Emotional & Mental Health Needs is available when a pupil is dissatisfied with the level of care and support.

Support for friends

We recognise that when a pupil is experiencing mental health problems it can be challenging for their friends, who often want to help them but are not sure the best thing to do and can also be emotionally affected. In the case of eating disorders and self-harm, it is possible that friends may learn unhealthy coping strategies from each other, and we will consider on a case by case basis what support might be appropriate, including one to one and group support.

We will involve the pupil who is suffering and their parents/carers and consider what is helpful for friends to know and what they should not be told, how they can best support, things they should avoid doing/saying which may inadvertently cause upset and warning signs that their friend needs help.

We will also make information available about where and how to access information and support for themselves and healthy ways of coping with the difficult emotions they may be feeling.

14. Working with Specialist Services to get swift access to the Right Specialist Support and Treatment

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the children' Individual Care Plan.

School referrals to a specialist service will be made by the Mental Health Lead or the SENDCO following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

Main Specialist Service	Referral process
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Educational Psychologist Consultation	Accessed through the Mental Health Lead or SENDCO
Leeds Single Point of Access	Accessed through the Mental Health Lead or SENDCO

SEND and persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases the child may benefit from being identified as having a special educational need or disability (SEND).

15. Involving Parents and Carers in Promoting Mental Health

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family (see appendix 1). It is very helpful if parents and carers can share information with the School so that we can better support their child from the outset. All information will be treated in confidence.

To support parents and carers:

- We organise a range of activities such and workshops via the Children's Centre, which focus on ways to actively build children's self-esteem and confidence

- We provide information and websites on mental health issues and local wellbeing and parenting programmes and have produced leaflets for parents on mental health and resilience, which can be accessed on the School website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves. We include the mental health topics that are taught in both the PSHE and SEMH curriculum sections, on the School website <http://www.carrmanor-pri.leeds.sch.uk/semh-social-emotional-mental-health/>

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

When a concern has been raised, the school will:

- Contact parents and carers and meet with them (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- Offer information to take away and places to seek further information
- Be available for follow up calls
- Make a record of the meeting
- Agree a Mental Health Individual Care Plan including clear next steps, where needed
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

Parents and carers will always be informed if their child is at risk of danger and children may choose to tell their parents and carers themselves. We give children the option of informing their parents and carers about their mental health needs for themselves or of accompanying and supporting them to do so. We make every effort to support parents and carers to access services where appropriate.

Our primary concern is the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs.

16. Supporting and training staff

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early in children and know what to do and where to get help.

Supporting and promoting the mental health and wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, such as celebrating Time to Talk Day and celebrating key events together, such as the end of term or Christmas.

17. Language

Slang or everyday terms used in certain social circles will be discussed; this will surround discussion about what is and isn't acceptable language to use. Acceptable and agreed language will be shared with parents/carers before it is delivered in class as an appendix to this policy (see appendix 3).

18. Answering questions

We acknowledge that sensitive and potentially difficult issues will arise in SEMH as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for SEMH. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We use a 'Ask-it-Baskets' where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

Staff training will include sessions on how to deal with difficult questions. Agreed phrases, where appropriate, will be used in response to difficult questions and these have been created by all staff.

Appendix 1

Protective and Risk factors (adapted from Mental Health and Behaviour DfE March 2016)

	Risk Factors	Protective Factors
In the child	<ul style="list-style-type: none"> • Genetic influences • Specific development delay • Communication difficulties • Physical illness • Academic failure • Low self-esteem • • SEND 	<ul style="list-style-type: none"> • Being female (in younger children) • Secure attachment experience • Outgoing temperament as an infant • Good communication skills, sociability • Being a planner and having a belief in control • Humour • Problem solving skills and a positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the Family	<ul style="list-style-type: none"> • 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 • Physical, sexual, emotional abuse or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long term relationship or the absence of severe discord

In the School	<ul style="list-style-type: none"> • Bullying • Discrimination • Breakdown in or lack of positive friendships • Negative peer influences • Peer pressure • Poor pupil and teacher relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Positive classroom management • A sense of belonging • • Positive peer influence
In the Community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • • Other significant life events 	<ul style="list-style-type: none"> • 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

Appendix 2

Specific mental health needs most commonly seen in school-aged children

For information see Annex C Main Types of Mental Health Needs Mental Health and Behaviour in School DfE March 2016

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Annex C includes definitions, signs and symptoms and suggested interventions for

- Anxiety (including panic attacks, phobias and Obsessive Compulsive Disorder OCD)
- Depression
- Eating Disorders
- Substance Misuse
- Self-Harm

Appendix 3: Glossary of Terms

Mental Health

An umbrella term embracing concepts of mental well-being, mental health problems, mental disorder and mental illness.

Mental Well-being

The positive capacities and qualities that enable young people to deal with the ups and downs of life.

Mental Health Problems

Broad range of emotional and behavioural difficulties that may cause concern to parents and carers and/or distress to the young person. Can be short or long term and will disrupt the child or young person's life even though they may not be diagnosable as a mental disorder.

Mental Illness

Problems that meet ICD-10, an internationally recognised classification system for mental and behavioural disorders. Associated with considerable distress and substantial interference in young person's daily life

Mental Disorder

Refers to the most severe types of mental disorder

(Taken from NCB's 'A whole school framework for emotional well-being and mental health- A self-assessment and improvement tool for school leaders 2016')

This SEMH Policy was adopted by Manor Wood Primary School on 25th April 2024

Chair of the Local Governing Board: Mrs K Adams		
Signature:		Kim Adams
Frequency of review:	Annual	
To be reviewed by:	Manor Wood Primary School Local Governing Board	
Date of next review:	September 2024	

REVIEW RECORD

Date of review	Reason for review	Date of next review

Name:	Kim Adams	Signature:	
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on behalf of MWPS Local Governing Board

Date of review	Reason for review	Date of next review

Name:			
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on behalf of MWPS Local Governing Board

Date of review	Reason for review	Date of next review

Name:		Signature:	
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on behalf of MWPS Local Governing Board

Appendix 4

MindMate Lessons: Scheme of Work Key Stage 1&2

Themes	Year 1		Year 2	
	Lesson Title & Focus	Learning Opportunities	Lesson Title & Focus	Learning Opportunities
Feeling good & being me	Recognise feelings <i>I can talk about how I am feeling</i>	Pupils should have the opportunity to... think about themselves & the different feelings they have develop a vocabulary to describe their feelings to others & simple strategies for managing feelings	Celebrate strengths <i>I'm good at.... & I am going to try & be better at...</i>	Pupils should have the opportunity to... learn from their experiences recognise & celebrate their strengths set simple but challenging goals
Friends & Family	Recognise how others show feelings & know how to respond <i>I know when my friends are feeling happy</i>	Pupils should have the opportunity to... identify & talk about times when people feel happy learn to communicate their feelings to others recognise how others show feelings & know how to respond	Impact of behaviour on others <i>I know that what I say & do can affect my friends</i>	Pupils should have the opportunity to... recognise how their behaviour affects other people understand the importance of being co-operative with others
Life Changes	New school/class Making new friends <i>I understand that talking about my feelings can help</i>	Pupils should have the opportunity to... learn how to communicate their feelings about new experiences to others recognise how others show feelings & know how to respond	Loss; Losing loved object/ pet/person <i>I can talk about feeling sad when I have lost something</i>	Pupils should have the opportunity to... learn about change & loss & the associated feelings (including moving home, losing toys, pets or friends) understand how it feels to lose something special describe times when people might feel loss
Strong emotions	Recognise what is fair/ unfair right/wrong <i>I know when someone is being unkind, including myself</i>	Pupils should have the opportunity to... recognise what is fair & unfair, kind & unkind, what is right & wrong. learn what to do when someone is unfair or unkind	Comfortable & uncomfortable feelings <i>I can talk about what makes me feel sad</i>	Pupils should have the opportunity to... describe how it feels to be sad/unhappy express & share feelings of unhappiness
Being the same, being different	Celebrating differences <i>I know the people in my class are all different</i>	Pupils should have the opportunity to... recognise that everyone is different begin to learn about empathy	Beginning to understand empathy <i>I understand my friend might have different feelings to me</i>	Pupils should have the opportunity to start to understand empathy start to empathise with others & how they may be feeling
Solving problems/ Making it better	Setting goals & targets <i>I can work & play well in a small group</i>	Pupils should have the opportunity to... learn how to play & work co-operatively with others understand that people often need to play / work together to reach a shared outcome	Not giving up/ Perseverance <i>I understand it is important to keep going when something is tricky</i>	Pupils should have the opportunity to... learn how to play & work co-operatively with others understand that people often need to play / work together to reach a shared outcome reflect on & celebrate their achievements, identify their strengths & areas for improvements

Themes	Year 3		Year 4	
	Lesson Title & Focus	Learning Opportunities	Lesson Title & Focus	Learning Opportunities
Feeling good & being me	Goals & aspirations <i>I'm good at... & I am going to try & be better at...by setting myself a simple target</i>	Pupils should have the opportunity to reflect on & celebrate their achievements & identify their strengths identify areas for improvement & set high aspirations & goals	Feelings - Intensity <i>I can use a range a words to describe my feelings</i>	Pupils should have the opportunity to extend their vocabulary to enable them to explain both the range & intensity of their feelings to others recognise & respond appropriately to a wider range of feelings in others
Friends & Family	Unkind behaviours <i>I understand that when I am unkind it impacts on others</i>	Pupils should have the opportunity to recognise what is fair & unfair, kind & unkind, what is right & wrong recognise when people are being unkind either to them or others, learn what to do when someone is unfair or unkind	Skills to maintain & keep positive relationships <i>I can describe a healthy relationship</i>	Pupils should have the opportunity to recognise what constitutes a positive, healthy relationship develop the skills to form & maintain positive & healthy relationships
Life Changes	Life in KS2 New faces/ new routines <i>I am learning to handle change</i>	Pupils should have the opportunity to understand the importance of being co-operative with others understand that change happens & can be challenging understand that adapting to change is key to developing emotional wellbeing	Positive & negative effects on emotional wellbeing & mental health <i>I am learning to accept that I will feel a wide range of emotions depending on the situation</i>	Pupils should have the opportunity to name some factors, including changes, that can affect people's emotional wellbeing & that feeling different emotions is a part of life understand that everyone's mental health & change can change over time
Strong emotions	Introducing strong emotions, including anger <i>I know it's ok to feel strong emotions sometimes</i>	Pupils should have the opportunity to recognise that that they may experience strong emotions such as anger learn there are ways to cope with these strong emotions	Resisting pressure <i>I can stand up for myself without hurting others</i>	Pupils should have the opportunity to know that people can experience conflicting emotions at different times, such as times of loss & change, stress, anxiety & recognise when & how to ask for help use basic techniques for resisting pressure to do something dangerous, unhealthy and so on
Being the same, being different	Differing opinions <i>I accept that my friends & I might have different opinions</i>	Pupils should have the opportunity to learn how to play & work co-operatively with others understand that people often need to play / work together to reach a shared outcome share their opinions on things that matter to them	Know actions affect themselves & others <i>I know that discrimination can hurt people's feelings</i>	Pupils should have the opportunity to understand that their actions affect themselves & others develop self-awareness, doing the right thing learn the connection between discrimination & uncomfortable feelings
Solving problems/ Making it better	Dealing with difficult situations <i>I can work with different people in my class</i>	Pupils should have the opportunity to understand that people often need to play / work together to reach a shared outcome even when they disagree begin to understand empathy & why people can be different (in behaviour & image)	Coping with difficult situations <i>I can cope in difficult situations</i>	Pupils should have the opportunity to recognise that, at times, they may experience conflicting emotions understand more about managing their emotions

Themes	Year 5		Year 6	
	Lesson Title & Focus	Learning Opportunities	Lesson Title & Focus	Learning Opportunities
Feeling good & being me	Self-Belief <i>I can do ...</i>	Pupils should have the opportunity to develop self-awareness, doing the right thing understanding that their actions affect themselves & others	Self-Integrity <i>I can stay true to myself despite external pressures</i>	Pupils should have the opportunity to know what positively & negatively affects their physical, mental & emotional health, including the media
Friends & Family	Unhealthy friendships & relationships <i>I can describe an unhealthy relationship</i>	Pupils should have the opportunity to recognise ways in which a relationship can be unhealthy & who to talk to if they need support know what positively & negatively affects their physical, mental & emotional health	Celebrating friendship <i>I can talk about how I will maintain positive relationships</i>	Pupils should have the opportunity to recognise what constitutes a positive, healthy relationship & develop the skills to form & maintain positive & healthy relationships
Life Changes	Aspirations to manage change positively <i>I am seeing changes in a more positive light</i>	Pupils should have the opportunity to learn that different people respond differently to different changes learn that some people find change easier than others find out that there are things they can do that help them cope with or accept change	Moving on <i>I can talk about changes I am looking forward to</i>	Pupils should have the opportunity to learn that major life changes can be fun & exciting, at the same time as being daunting for some talk about moving on to secondary school recognise & respond appropriately to a wider range of feelings in others
Strong emotions	Strong emotions & mental health <i>I know what mental health is</i>	Pupils should have the opportunity to define what is meant by 'mental health' & can identify what mental health looks like recognise the link between strong emotions & poor mental health & develop protective strategies recognise that anyone can be affected by poor mental health identify the appropriate language to use to describe mental health know what people can do to support their mental health & where people can get help	Happiness <i>I have a good understanding of emotional wellbeing</i>	Pupils should have the opportunity to deepen their understanding of comfortable feelings & extend their vocabulary to enable them to explain both the range & intensity of their feelings to others recognise & respond appropriately to a wider range of feelings in others know when they might need to listen to their emotions in order to move on
Being the same, being different	Stigma <i>I know what stereotyping is</i>	Pupils should have the opportunity to learn about stereotyping, including gender stereotyping know that stereotypes exist for different groups & can explain what is meant by the word 'stereotype'	Body image /Social media <i>I can talk & listen in difficult discussions</i>	Pupils should have the opportunity to recognise how images & campaigns in the media & social media do not always reflect reality & can affect how people feel about themselves e.g. body image, eating issues share their opinions on things that matter to them & explain their views through discussions with one other person & the whole class
Solving problems/ Making it better	Talking it through Restorative justice <i>I can support my friends when things go wrong</i>	Pupils should have the opportunity to develop an awareness & understanding of the role peers can play in supporting one another including restorative approaches	Winning What does it take? <i>I can look after my mental health</i>	Pupils should have the opportunity to identify ways that people can look after their mental health understand the importance of being healthy physically, emotionally & mentally