

Alvaston Junior Academy

BELIEVE • ACHIEVE • SUCCEED



Social, Emotional and Mental Health (SEMH) & Wellbeing Procedures

Supporting every child to thrive.



CONNECT

Connect with the people around you.



BE ACTIVE

Be active in body and mind.



KEEP LEARNING

Keep learning and embrace new opportunities.



TAKE NOTICE

Take notice of the world around you.



GIVE

Give to others and the community.

*We listen. We care. We act.
Together, we help every child thrive.*



1. Statement of Intent

At Alvaston Junior Academy, we are committed to supporting the social, emotional and mental health (SEMH) needs of all pupils to ensure they are able to access learning, feel safe and thrive within our school community.

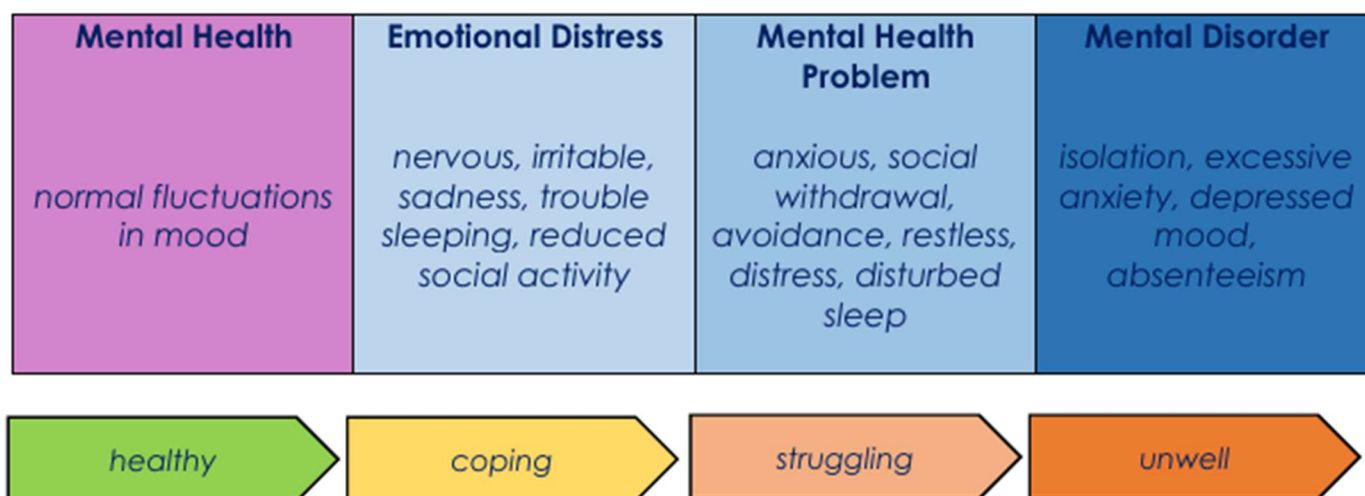
Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organization)

We recognise that positive mental health and wellbeing are fundamental to academic success and personal development. This procedure outlines how we create a consistent, supportive and inclusive environment where all pupils feel valued, understood and able to regulate their emotions.

This set of procedures operates alongside our Behaviour, Safeguarding, Medical and SEND policies. It reflects the views of staff, pupils and parents and is designed to ensure that SEMH provision is not only effective in principle but consistently applied in practice across all areas of the school.

We recognise that mental health exists on a continuum and pupils may move along this depending on life experiences and circumstances.

The Continuum of Mental Health



Source: CAMHS – Child and Adolescent Mental Health Services (Derbyshire)

In addition to promoting positive mental health, which includes normal fluctuations in mood, we aim to recognise and respond to mental ill health. We use universal whole school approaches and specialised, targeted approaches as required to support individuals.

2. Principles

Our approach to SEMH is underpinned by the following principles:

- All pupils have the right to feel safe, supported and understood
- Positive relationships are central to supporting SEMH needs

- Consistency in adult responses is essential
- Clear routines and expectations support emotional regulation
- Emotional need does not remove accountability
- Early identification and intervention are key
- SEMH support should reduce barriers to learning, not create additional ones
- Reduce stigma around mental health and maintain an open dialogue on mental health and wellbeing
- Provide support to staff working with young people with mental health issues
- Alert staff to early warning signs of mental ill health, enabling them to support pupils, themselves and others to cope in times of emotional distress
- Educate our pupils to have a responsibility to themselves for maintaining good mental health

The academy recognises that behaviour may communicate unmet need, emotional distress or barriers to regulation. Staff are encouraged to adopt a reflective, relational and trauma-informed approach which seeks to understand the function of behaviour whilst maintaining consistent expectations and boundaries.

3. SEMH within the Graduated Response

At Alvaston Junior Academy, SEMH needs are supported through the school's graduated response, in line with the SEND Code of Practice.

SEMH is recognised as one of the four broad areas of need and is not treated as a separate system.

All SEMH support follows the **Assess–Plan–Do–Review (APDR) cycle**:

- **Assess** – Identification of need through observation, staff knowledge, CPOMS records and pupil voice
- **Plan** – Strategies and support identified using the academy's whole-school SEMH provision map
Detailed examples of SEMH provision are outlined within the academy's SEMH Provision Map (Appendix 1).
- **Do** – Consistent implementation by class teachers through quality first teaching and targeted support
- **Review** – Regular evaluation of impact with the SENCo and adaptation of provision

Where SEMH needs are identified as a primary area of need, these are reflected within individual plans (IEPs/IPs), with SMART targets linked to emotional regulation, behaviour and wellbeing.

4. Universal SEMH Provision

Universal SEMH support is delivered through high-quality teaching in line with the academy's SEND Universal Offer and non-negotiables.

This includes:

- Consistent routines and clear expectations across the school
- Predictable classroom environments
- Strong adult–pupil relationships
- Visual supports and structured guidance
- Breaking learning into manageable steps
- Reducing cognitive overload
- Opportunities for movement and regulation

- Positive reinforcement and recognition of effort
- Use of behaviour support strategies (e.g. Zones of Regulation)

All staff are responsible for implementing these approaches consistently to support all pupils. This is supported through PSHE, assemblies and planned opportunities to develop emotional awareness and resilience.

Curriculum Support for SEMH

SEMH development is further supported through the academy's PSHE curriculum, which provides a structured and progressive approach to teaching emotional wellbeing, relationships and personal development.

Pupils are explicitly taught:

- Emotional literacy, including recognising and managing feelings
- Positive relationships, communication and conflict resolution
- Resilience and coping strategies
- Physical, emotional and mental health
- Safety, including online safety and risk awareness

There is an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help for themselves and others when needed. PSHE provision remains responsive to the needs of individual cohorts and pupils, enabling teaching to address emerging SEMH themes and concerns where appropriate. Assemblies are used to explore, discuss and promote values that contribute to positive mental health and wellbeing. Opportunities are also taken across the wider curriculum to reinforce messages linked to emotional wellbeing, for example through literature, historical study, music, art and physical education.

Promoting Positive Mental Health

In addition to responsive support, the school promotes positive mental health through the **5 Ways to Wellbeing**:

- **Connect** – building positive relationships with peers and adults
- **Be Active** – encouraging physical activity and movement throughout the day
- **Take Notice** – developing awareness of thoughts, feelings and the environment
- **Keep Learning** – fostering curiosity, resilience and a love of learning
- **Give** – promoting kindness, responsibility and contribution to the school community

These principles are embedded within classroom practice, the wider curriculum and enrichment opportunities to support pupils' emotional wellbeing and sense of belonging.



5. Targeted SEMH Support

Where universal provision is not sufficient, pupils may receive targeted SEMH support as part of the graduated response. School staff may 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 using CPOMS.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends and family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- Lateness to or absence from school

Managing Disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff, so all staff need to know how to respond appropriately to a disclosure. If a pupil chooses to disclose concerns about their own mental health or their own mental health or that of a friend, the member of staff's response should always be calm, supportive and non-judgmental. Staff should listen rather than advise and our first thoughts should be of the pupil's emotional and physical safety. For more information about how to handle mental health disclosure sensitively see appendix 2.

Targeted support may include:

- Small group interventions (e.g. social skills, emotional regulation)
- ELSA (Emotional Literacy Support Assistant) sessions. ELSA support is delivered by trained TAs and focuses on developing pupils' emotional literacy, resilience and ability to regulate emotions.
- Talk Time with a trusted/key adult
- Behaviour support plans
- Additional support during unstructured times
- Adapted routines or environments

Provision is identified using the school's provision map and recorded within individual plans where appropriate.

6. Individual Plans (IEPs/IPs)

Where a pupil's SEMH needs require sustained or additional support, an Individual Plan (IP/IEP) will be implemented.

- Targets will be SMART and linked to the pupil's primary area of need
- Strategies will be drawn from the school's provision map
- Reviews will take place termly as part of the APDR cycle
- Plans will be adapted based on impact and pupil progress

7. Consistency and Expectations

Consistency in adult response is a non-negotiable expectation across the school.

All staff are expected to:

- Apply behaviour and SEMH approaches consistently
- Follow agreed routines and systems
- Maintain clear and predictable expectations
- Support pupils in regulating emotions while maintaining boundaries

This ensures equitable and effective support for all pupils.

8. Roles and Responsibilities

All Staff

- Build positive relationships with pupils
- Implement SEMH strategies as part of quality first teaching
- Follow the graduated response process
- Contribute to assessment, planning and review
- Maintain consistent expectations and responses

Class Teachers

- Lead on the implementation of SEMH support within the classroom
- Identify and respond to emerging needs

- Work collaboratively with the SENCo
- Ensure strategies are consistently applied

SEnCo

- Provide guidance and support to staff
- Monitor SEMH provision and impact
- Support the implementation of the graduated response
- Liaise with external agencies where required

Senior Leaders

- Ensure consistency across the school
- Monitor implementation of the procedures
- Provide support and challenge to staff
- Promote a whole-school approach to SEMH

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

- Christine Bower – Principal and Designated Safeguarding Lead
- Karl Scott – Assistant Principal and Designated Senior Mental Health Lead
- Rob Bull – Assistant Principal and Behaviour Lead
- Bethan Pashley – SENCo
- Rachael Lawmon – Safeguarding and Family Support Team
- Hayley Banjanin and Laura Melvin – First Aiders

Any member of staff who is concerned about the mental health or wellbeing of a pupil should log the concern on CPOMS in the first instance. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures will be followed.

Working with parents

At Alvaston Junior Academy, we aim to work in close partnership with parents and carers to maximise positive mental health for our pupils. When we have concerns about a child's mental health, we aim to meet with parents face to face to complete a fuller assessment. Every attempt is made to fully involve parents and carers as we plan next steps to support a child. Pupils will only be referred for external support and further assessment with parental permission.

We involve parents and carers in our school community in the promotion of positive mental health and wellbeing by:

- Sharing half-termly PSHE newsletters and the planned learning for PSHE
- Ensuring that all parents are aware of who to talk to in school and how to go about this
- Making our Mental Health procedures accessible to parents on our website
- Sharing ideas about how parents can support positive mental health in their children through parental workshops and at parents' evenings
- Sharing news about special events, such as Children's Mental Health Week on Class Dojo and on the AJA newsletter

- Sharing and signposting information about local wellbeing initiatives and parent support groups on Class Dojo

For some parents and carers who require additional support, an Early Help Assessment and meetings with the Family Support Team may be offered to help address concerns, strengthen family wellbeing and ensure that children receive the support they need to thrive.

9. Recording and Monitoring

Concerns relating to SEMH are recorded consistently on CPOMS to ensure effective information sharing, monitoring and timely escalation where required.

CPOMS records inform the **assessment stage** of the graduated response and support decision-making around next steps.

10. Training and Professional Development

Staff receive ongoing training to support SEMH provision, including:

- Behaviour and relational approaches
- Emotional regulation strategies
- SEND and graduated response processes

This ensures a shared language and approach across the school, reducing variation in practice and increasing staff confidence in responding to SEMH needs. Every teacher is a teacher of SEND, and all teachers and teaching assistants are aware of the four broad areas of need which includes Social, Emotional and Mental Health (SEMH) needs. Staff are made aware of risk factors and protective factors in relation to mental health in order to help identify pupils who may need extra support. Training opportunities for staff who require more in depth knowledge will be considered as part of our performance development process.

11. Monitoring and Review

Leaders monitor the effectiveness of SEMH provision through:

- CPOMS data
- Behaviour trends
- Pupil voice
- Staff feedback
- SEND reviews and progress data

Leaders ensure that SEMH procedures are visible in daily practice through monitoring, staff support and ongoing professional dialogue.

These procedures will be reviewed annually.

Believe ★ Achieve ★ Succeed

Positive mental health and wellbeing
are at the **heart** of everything we do.

UNIVERSAL MENTAL HEALTH & WELLBEING PROVISION

FOR ALL PUPILS



★ Building resilience, emotional literacy and a sense of belonging every day. ★



SCHOOL

ASSESS PLAN DO REVIEW

CHILD

PARENT

AMBER ENHANCED SUPPORT

Additional support to build emotional wellbeing

- ★ ELSA (Emotional Literacy Support Assistant)
- ★ Lego Therapy
- ★ Drawing and Talking
- ★ Therapeutic play
- ★ Nurture & therapeutic programmes
- ★ Emotional regulation support
- ★ Individual support plans
- ★ SEMH IEP targets
- ★ Mental Health First Aider support
- ★ Family support
- ★ Support with transitions and significant events
- ★ Reduced timetables (where appropriate)
- ★ Alternative provision within school

Delivered by trained staff with a nurturing and supportive approach.

*We listen.
We notice.
We act.*

GREEN

TARGETED SUPPORT

School based support for early help and prevention

- ★ Daily check-ins & meet and greet
- ★ Key adult / trusted adult
- ★ Talk Time
- ★ Zones of Regulation
- ★ Emotion coaching
- ★ Good to be Me Book
- ★ Buddy systems
- ★ Sensory breaks
- ★ Brain breaks & movement breaks
- ★ Social skills groups
- ★ Playground & lunchtime support
- ★ Seating adaptations
- ★ Adapted timetable
- ★ Visual timetables
- ★ Transition support
- ★ Safe space access
- ★ Home-school communication book
- ★ Parent meetings
- ★ Pupil voice conversations
- ★ Reward systems
- ★ Restorative conversations



Most children's needs are met through these approaches.

RED

SPECIALIST SUPPORT

External support for more complex or enduring needs

- ★ Compass Changing Lives
- ★ School Nurse
- ★ Early Help
- ★ CAMHS
- ★ Educational Psychologist
- ★ Social Care
- ★ Behaviour Support Service
- ★ Other specialist services as required



Specialist support from external agencies.



WORKING TOGETHER

with families and external partners to support every child.



Compass Changing Lives



School Nurse



CAMHS



Early Help



Educational Psychologist



Social Care



Behaviour Support Service



Other external agencies



SAFEGUARDING AND CPOMS RECORDING UNDERPIN ALL SEMH PROVISION

Keeping children safe is at the heart of everything we do.



★ We believe in every child. ★ We help them achieve. ★ We celebrate their success. ★



How to Respond to a Mental Health Disclosure

A simple guide for all staff



Our priority is to keep the child safe, supported and heard.



1 LISTEN

- Give the child your full attention.
- Listen calmly and without interrupting.
- Show you are listening.
- Thank them for telling you.

You could say:

"Thank you for telling me."
"I'm glad you spoke to me."
"That sounds really difficult."
"I'm here to listen."



2 REASSURE

- Reassure the child they have done the right thing.
- Let them know you take what they say seriously.
- Stay calm and supportive.

You could say:

"You've done the right thing by telling me."
"You're not on your own."
"We will work out how to help you."



3 DO NOT PROMISE CONFIDENTIALITY

- Do not promise to keep it a secret.
- Explain that you may need to share this with other adults who can help.

You could say:

"I may need to share this with other adults who can help keep you safe."
"I will only tell the people who need to know."



4 ASSESS IMMEDIATE RISK

- Check how safe the child feels now.
- Ask about immediate safety and risk of harm.
- Stay with the child and seek help immediately if needed.

You could ask:

"Do you feel safe right now?"
"Are you worried about anything happening today?"
"Is there anything you need right now to help you feel safe?"



5 RECORD ON CPOMS

- Record the concern as soon as possible.
- Write down the facts only.
- Use the child's own words where possible.
- Do not add opinions or judgement.

You could say:

"I'm going to write some notes so we can get the right help for you."



6 INFORM DSL / DSMHL

- Inform the Designated Safeguarding Lead (DSL) or Designated Senior Mental Health Lead (DSMHL) as soon as possible.
- Share your concerns and your record.

You could say:

"I'm going to let our safeguarding team know so they can help support you."



7 FOLLOW UP

- Check in with the child.
- Let them know you have shared their concern with the right adults.
- Reassure them you will continue to support.

You could say:

"Thank you for talking to me."
"I've shared this with the right adults who can help."
"We will check in with you again soon."



REMEMBER

Listen ★ Reassure ★ Record ★ Report ★ Follow up

Never promise confidentiality.

Always follow safeguarding procedures and record concerns on CPOMS.

