



Our Lady's Bishop Eton Primary School

SAFE & HAPPY SCHOOL

Mental Health and Well Being (SEMH) Policy

Head teacher:	Mr Neil Metcalf
Designated Safeguarding Lead:	Mrs Alice Kelly
Deputy Designated Safeguarding Lead(s):	Mr Matt Bland
Safeguarding Team:	Mr Thomas Maher
Safeguarding Team and Safer Recruitment:	Mrs Maria Murray
SEMH Lead:	Mrs Holly Walsh
SENCO:	Mrs Paula Brown
Link Governor for Safeguarding:	Mrs Susy Ejounouste
Chair of Governors:	Mr Phil Doyle
Policy Review Cycle:	Annual

SOCIAL, EMOTIONAL AND MENTAL HEALTH (SEMH)

The school aims to: respond 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 and the DfE guidance: DfE (2020) 'Keeping children safe in education', DfE (2018) 'Mental health and behaviour in schools', DfE (2016) 'Counselling in schools: a blueprint for the future', DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25' in order to:

- Promote a positive outlook regarding pupils with SEMH difficulties.
- Eliminate prejudice towards pupils with SEMH difficulties.
- Promote equal opportunities for pupils with SEMH difficulties.
- Ensure all pupils with SEMH difficulties are identified and appropriately supported – minimising the risk of SEMH difficulties escalating into physical harm.

The school is aware of common SEMH difficulties including:

Anxiety: Anxiety refers to feeling fearful or panicked, breathless, tense, fidgety, sick, irritable, tearful or having difficulty sleeping. Anxiety can significantly affect a pupil's ability to develop, learn and sustain and maintain friendships. Specialists reference the following diagnostic categories:

- Generalised anxiety disorder: This is a long-term condition which causes people to feel anxious about a wide range of situations and issues, rather than one specific event.
- Panic disorder: This is a condition in which people have recurring and regular panic attacks, often for no obvious reason.
- Obsessive-compulsive disorder (OCD): This is a mental health condition where a person has obsessive thoughts (unwanted, unpleasant thoughts, images or urges that repeatedly enter their mind, causing them anxiety) and compulsions (repetitive behaviour or mental acts that they feel they must carry out to try to prevent an obsession coming true).
- Specific phobias: This is the excessive fear of an object or a situation, to the extent that it causes an anxious response such as a panic attack (e.g. school phobia).
- Separation anxiety disorder: This disorder involves worrying about being away from home, or about being far away from parents, at a level that is much more severe than normal for a pupil's age.
- Social phobia: This is an intense fear of social or performance situations.
- Agoraphobia: This refers to a fear of being in situations where escape might be difficult or help would be unavailable if things go wrong.
- Depression: Depression refers to feeling excessively low or sad. Depression can significantly affect a pupil's ability to develop, learn or maintain and sustain friendships. Depression can often lead to other issues such as behavioural problems. Generally, a diagnosis of depression will refer to one of the following:
 - Major depressive disorder (MDD): A pupil with MDD will show several depressive symptoms to the extent that they impair work, social or personal functioning.
 - Dysthymic disorder: This is less severe than MDD and characterised by a pupil experiencing a daily depressed mood for at least two years.
 - Hyperkinetic disorders: Hyperkinetic disorders refer to a pupil who is excessively easily distracted, impulsive or inattentive. If a pupil is diagnosed with a hyperkinetic disorder, it will be one of the following:

- Attention deficit hyperactivity disorder (ADHD): This has three characteristic types of behaviour: inattention, hyperactivity and impulsivity. While some children show the signs of all three characteristics, which is called 'combined type ADHD', other children diagnosed show signs of only inattention, hyperactivity or impulsiveness.
- Hyperkinetic disorder: This is a more restrictive diagnosis but is broadly similar to severe combined type ADHD, in that signs of inattention, hyperactivity and impulsiveness must all be present. The core symptoms must also have been present from before the age of seven, and must be evident in two or more settings, e.g. at school and home.
- Attachment disorders: Attachment disorders refer to the excessive distress experienced when a child is separated from a special person in their life, like a parent.
- Eating disorders: Eating disorders are serious mental illnesses which affect an individual's relationship with food. Eating disorders often emerge when worries about weight begin to dominate a person's life.
- Substance misuse: Substance misuse is the use of harmful substances, e.g. drugs and alcohol.
- Deliberate self-harm: Deliberate self-harm is a person intentionally inflicting physical pain upon themselves.
- Post-traumatic stress: Post-traumatic stress is recurring trauma due to experiencing or witnessing something deeply shocking or disturbing. If symptoms persist, a person can develop post-traumatic stress disorder.

In order to support our school community we:

- Work to prevent mental health and wellbeing difficulties by creating a safe and calm environment, where mental health problems are less likely to occur.
- Educate and build resilience by teaching pupils about mental wellbeing through the curriculum and reinforcing key messages in our activities and ethos.
- Identify mental health and wellbeing difficulties: By equipping staff with the knowledge required, early and accurate identification of emerging problems is enabled.
- Provide early support for pupils experiencing mental health and wellbeing difficulties: By raising awareness and employing efficient referral processes.
- Access specialist support to assist pupils with mental health and wellbeing difficulties: By working effectively with external agencies, the school can provide access or referrals to specialist support and treatment.
- Identify and supporting pupils with SEND.
- Identify where wellbeing concerns represent safeguarding concerns: Where mental health and wellbeing concerns could be an indicator of abuse, neglect or exploitation, the school will ensure that appropriate safeguarding referrals are made.

The school is aware that there is an increased likelihood of SEMH difficulties in children in the following vulnerable groups:

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

And that SEMH issues can, in some cases, be an indicator that a pupil has suffered or is at risk of suffering abuse, neglect or exploitation. If a staff member has a SEMH concern about a pupil that is also a safeguarding concern, they take immediate action in line with the Child Protection and Safeguarding Policy.

LGBTQ

Children who are lesbian, gay, bi, or trans (LGBT) 203. The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT. 204. Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

The GOVERNING BODY is responsible for:

- Ensuring the school has a SEMH Policy.
- Designating an appropriate member of staff to be the SEMH Lead.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEMH.
- Ensuring there are clear systems and processes in place for identifying possible SEMH problems, including routes to escalate and clear referral and accountability systems.

The HEADTEACHER is responsible for ensuring:

- That the whole school ethos, policy, curriculum and system support children exhibiting SEMH behaviours
- Staff are trained and can identify children who may be exhibiting indicative behaviours
- Teachers monitor and review pupils' academic and emotional progress during the course of the academic year
- The SEMH Lead has sufficient time and resources to carry out their functions

The SEMH 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 Body, as part of the Safeguarding Team, to outline and strategically develop SEMH policies and provisions for the school.
- Coordinating with the Safeguarding Team and external mental health support teams to provide a high standard of care to pupils who have SEMH difficulties.
- Liaising with, and being a key point of contact for, relevant external agencies
- Providing professional guidance to colleagues and parents about mental health
- Referring pupils with SEMH difficulties to external services to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' education and wellbeing.
- Liaising with parents of pupils with SEMH difficulties, where appropriate.
- Leading mental health CPD.

The SENCO is responsible for:

Working with the SEMH Lead

TEACHING STAFF are responsible for:

Being aware of the signs of SEMH difficulties and of the SEMH needs and support of any child in their class

Ensuring whole school systems to support SEMH are implemented

Being responsible and accountable for the progress and development of the pupils in their class.