**SEMH Best Practice**

**Introduction**

Nationally, Social, Emotional and Mental Health (SEMH) is being recognised as more important than ever before and we must find innovative ways of delivering the highest quality provision, measure its impact and ensure sustainability.

In Essex we strive to be an example of best practice for SEMH in all our educational settings 0-25. Based on the values of Trauma Perceptive Practice (TPP) it is our goal for all children and young people (CYP) to access an education which provides compassions and kindness, hope, connection and belonging.

The Essex SEMH strategy aims to raise the profile of the excellent work going on in Essex and drive forward new initiatives and ways of working to further develop best practice.

**Context**

Schools/settings are judged by Ofsted framework. SEMH themes are addressed within the following areas of the 2019 Ofsted criteria:

* Behaviour and attitudes​: Relationships among learners and staff reflect a positive and respectful culture. Leaders, teachers and learners create an environment where bullying, peer-on-peer abuse or discrimination are not tolerated. If they do occur, staff deal with issues quickly and effectively, and do not allow them to spread. ​
* Personal Development: ​The curriculum and the provider’s wider work support learners to develop their character – including their resilience, confidence and independence – and help them know how to keep physically and mentally healthy ​
* Leadership and Management: ​Leaders have a clear and ambitious vision for providing high-quality, inclusive education and training to all. This is realised through strong, shared values, policies and practice

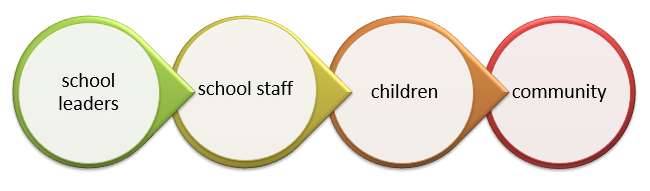
Between 30 September 2019 and 4 October 2019, Ofsted and the Care Quality Commission (CQC), conducted a joint inspection of the local area of Essex to judge the effectiveness of the area in implementing the disability and special educational needs reforms as set out in the Children and Families Act 2014.

As a result, Essex was required to produce a Written Statement of Action to Ofsted that explains how the local area will tackle the identified areas of significant weakness. The ones drawn upon for this document include:

* under-identification of social, emotional and mental health needs.
* planning and implementing EHC plans
* One planning
* Annual reviews

**Aims**

We recognise that the development of SEMH needs to be a holistic approach within any school/settings and embedded within every aspect of their offer. Change commences with school/setting leaders and then the staff before impacting on CYP and the wider community.



This tool is designed to support schools/settings to assess, identify and review their practice in relation to SEMH and provides them with a framework of best practice to work towards.

This document has been developed and informed by a range of guidance and recognised research pieces from the fields of Education, Health and Care (references can be found at the end of this document).

**How to use this document**

This document can be completed all at once or in sections based on your school development plan and priorities.

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**Leadership & Management**

This section applies to the leadership and management approaches and systems for SEMH.

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| **Leadership & Management** | **RAG** | **Comments/Evidence:** | **Next Steps:** |
| Senior Leadership teams should demonstrate a commitment to the social, emotional wellbeing and mental health (SEMH) of CYP. They should provide leadership in this area by ensuring SEMH features within improvement plans, policies, systems and activities. This could be achieved by the engagement in Essex’s Trauma Perceptive Practice (TPP) training.  Approaches should be regularly monitored and evaluated.  Senior Leadership Team effectively address staff wellbeing (physical, professional and emotional) as a whole school approach, ensuring that the needs of all employees are taken into consideration. For example, by providing opportunities for assessing the emotional health and wellbeing needs of staff, by providing support to enable staff to reflect on and to take actions to enhance their own wellbeing and by promoting a work-life balance for staff. |  |  |  |

**Policies & Practice**

This section considers the importance of SEMH being embedded within policies and practice.

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| **Policies & Practice** | **RAG** | **Comments/Evidence:** | **Next Steps:** |
| Policies and Practice are founded on the values compassion and kindness, hope, connection and belonging. (TPP values and mindset)  An ethos and environment that promotes respect and values diversity. This is evidenced through all policies and representative of the local community e.g. diversity, and the challenging of prejudice around ability, disability, gender, race, sexual orientation and perceived social status.  A commitment to addressing SEMH needs is referenced within improvement plans, policies and practice.  Examples:  -Safeguarding  -Equalities  -Recruitment  -In school transitions  -Behaviour (and relationships)  -Midyear school transfer  - School transfer  -Lunchtime  -Staff wellbeing  -Curriculum  -Staff deployment  -Parents & carers  -SEND  The whole school approach through strategic and systemic planning is reflected within their whole school outcomes. Areas of focus:   * pupil attendance * staff recruitment and retention * social and emotional progress * exclusions and reduced timetables * reintegration * curriculum achievement and attainment * TPP practitioner in the school/setting |  |  |  |

**Curriculum, Teaching and Learning Environments**

This section considers the importance of SEMH being embedded within curriculum, teaching and learning environments.

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| **Curriculum, Teaching and Learning Environments** | **RAG** | **Comments/Evidence:** | **Next Steps:** |
| The curriculum, teaching & learning consistently and effectively promote resilience and supports SEMH development e.g. planning, feedback on learning, growth mindset etc.  The educational setting provides established and consistent routines to help build a sense of connection and belonging. They also offer an environment where everyone feels listened to, understood, and empowered.  Teaching promotes the pupils’ spiritual, moral, social and cultural development alongside the acquisition of knowledge.  Educational settings include a curriculum that integrates PSHEE and the development of social and emotional skills within all subject areas. Skills that should be developed include motivation, self-awareness, problem-solving, conflict management and resolution, collaborative working, how to understand and manage feelings and how to manage relationships with parents, carers and peers.  PSHEE is planned and taught using every methodological tool in the box, by  committed, enthusiastic and well-trained teachers who grasp the relevance of SEMH development and skills for themselves and their pupils. Learning is experiential, developmentally appropriate, stimulating, positive and solution focused.    Differentiation and reasonable adjustments are made to teach SEMH skills at the developmental stage of children and young people. This includes self-regulation being explicitly taught.  The education setting enhances and reinforces the curriculum learning through extracurricular activities.  The educational setting participates in calendar events during the academic year that provide opportunities for a specific curricular focus, for example learning skills for coping with transition periods or learning skills for coping with the pressures of studying for exams. They are proactive at times when it will be appropriate for a focus to be given to a locally topical issue through themed events. |  |  |  |

**Staff Wellbeing & Development**

This section considers the importance of looking after staff wellbeing and professional development focused on SEMH.

It is helpful if the school climate and ethos routinely acknowledges the reality of staff stress and finds ways to make it safe for staff and leaders to acknowledge their human distress, challenges and difficulty and seek support and help for their mental health needs in non-stigmatising ways.

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| **Staff Wellbeing & Development** | **RAG** | **Comments/Evidence:** | **Next Steps:** |
| Educational settings are committed to looking after all adults within their community, to support their own wellbeing and mental health as an integral part of their working life e.g.:  -Staff wellbeing training (such as Trauma Perceptive Practice TPP)  -Encourage, model and facilitate healthy work-life balance  -Regular reviewing of workload  -Mental health champions  -Signposting to support  - Supervision  -Wellbeing activities for staff (e.g. yoga sessions, football, mindfulness etc)  -Team building events  -Robust and supportive induction for new members of staff and newly qualified teachers  -Regular wellbeing audits & information gathering  Educational settings ensure that all staff benefit from regular professional development related to SEMH and their own wellbeing.  Educational settings include staff to formulate, implement and evaluate organisation-wide approaches to promoting social and emotional wellbeing e.g. policies, theme events, fund raising and curriculum.  All staff are able to identify mental health difficulties in their pupils. This includes being able to refer them to relevant support either within the school or from external services.  All staff model effective co-regulation and self-regulation strategies formally and informally to support pupils to develop these skills themselves over time. |  |  |  |

**Pupil Voice & Engagement**

This section considers the importance of looking after pupil wellbeing and engagement related to SEMH awareness and development.

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| **Pupil Voice & Engagement** | **RAG** | **Comments/Evidence:** | **Next Steps** |
| Educational settings develop effective partnerships between CYP and staff to formulate, implement and evaluate organisation-wide approaches to promoting social and emotional wellbeing e.g. policies, theme events, fund raising and curriculum.  There are a variety of mechanisms to ensure all CYP have the opportunity to contribute to decisions that may impact on their SEMH. These are accessible to all and CYP engage fully in these. Educational settings are mindful of those vulnerable groups that may be harder to reach.    CYP are involved in the creation, delivery and evaluation of initiatives and activities in relation to SEMH.  EWMH initiatives/role are encouraged to empower pupils e.g.:  -Peer mentoring schemes  -Playleader ambassadors  -House teams/captains  -Head boy/girl  -School Council/Multi-schools Council  -Wellbeing Council  -Physical activity and team games  -Social enterprise  -Certificates and awards for achievements  These are evaluated to demonstrate impact; that it has helped CYP gain an insight into SEMH needs/development, supporting them to increase compassion and kindness towards themselves and others, giving them a sense of hope and belonging. |  |  |  |

**SEND**

This section applies to schools/settings responsibilities in relation to pupils with identified SEMH SEND needs.

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| **SEND:**  **(Assess, Plan, Do, Review)** | **RAG** | **Comments/Evidence:** | **Next Steps:** |
| All children have a One Page Profile and these are updated at least annually and during times of transition.  (Universal)  One Planning is used for CYP who access SEND support and require at least termly review.  (Additional/Targeted)  EHCPs are only requested when the educational setting is unable to meet the CYPs needs, having consistently implemented and reviewed all preventative, earlier intervention and non-statutory support mechanisms/provision. Schools are transparent and evidence effective use of additional resources.  (Targeted/Specialist)  Educational settings effectively use One Planning (Essex’s graduated approach) to support the Assess, Plan, Do, Review cycle. All One Plans and EHCPs are reviewed in this way.  **Assess**  Educational settings use evidence-based assessments to systematically measure and assess young people’s SEMH skills and accurately identify need.  **Plan**  After an assessment has provided an analysis of the CYP needs staff use these outcomes as the basis for planning activities, which set out how the CYP will be supported, what action is to be taken and by whom.  Plans always include the CYP and family voice and this underpins decision making.  **Do**  Plans are carried out in a timely manner and the necessary resources are consistently available.  **Review**  Evaluating the impact of ‘One Plans’ are at least termly (but may be weekly for periods of time where CYP present with high level needs).  EHCPs are reviewed annually.  Reviews always include the CYP and family voice and this underpins decision making.  All reviews effectively incorporate updated assessments which monitor impact of interventions and inform new plans thus continuing the cycle of the graduated approach. |  |  |  |

**Multi-agency Support**

This section applies to the schools/settings responsibilities in relation to CYP who are at greater risk of experiencing mental health difficulties and require a multi-agency approach.

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| **Multi-agency Support** | **RAG** | **Comments/Evidence:** | **Next Steps:** |
| Educational settings provide inhouse targeted support from the appropriate trained members of staff for those CYP most at risk (or already showing signs) of SEMH needs. They choose evidence-based interventions that have proven to be effective in relation to the CYP needs being targeted.  When CYP show persistent SEMH needs, educational settings make good use of experts such as Educational Psychologists to deliver or train staff to deliver interventions that focus on specific areas of need such as stress or anxiety.  Educational settings make use of the Essex Local Offer to make appropriate referrals to such services as ECC SEND Services, School Nurse Teams or the Emotional Wellbeing and Mental Health Service (EWMHS).  Educational settings engage in effective partnerships with families and external agencies (such as Social Care) and other providers in the community to meet CYP’s SEMH needs. Where needed educational settings effectively lead the coordination of regular multi-agency meetings using One Planning. <http://www.essexlocaloffer.org.uk/developing-person-centred-outcomes-0/> These should support a ‘stepped care’ approach to preventing and managing mental health problems, as defined in NICE clinical guideline 28 on depression in children and young people. <https://www.nice.org.uk/guidance/ng134/chapter/Recommendations#stepped-care>  Where an educational setting has concerns about their ability to meet the CYP’s needs, they can evidence that they have explored all possible reasonable adjustments and fully engaged with the support and advice provided by other services, using the graduated response.  The educational settings continue to maintain relationships and clear channels of communication whilst a CYP is accessing an alternative provision, ensuring transparency and accountability.  Educational settings are prepared to provide the targeted step-down support when a CYP is discharged from Specialist/Alternative provision. They do this effectively in collaboration with the discharging service, community support and the SEND support teams.  Educational Settings provide CYP with age appropriate, clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality.  They provide CYP with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it. This could involve developing a peer education or peer mentoring approach where young people who act as peer supporters are trained and supported appropriately. |  |  |  |

**Parent/Carers Voice**

The family plays a key role in supporting and developing children and young people’s emotional health and wellbeing.

This section considers the importance of looking after family wellbeing and engagement related to SEMH awareness and development.

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| **Parent/Carers Voice** | **RAG** | **Comments/Evidence:** | **Next Steps:** |
| Educational settings develop effective partnerships between parent/carer and staff to formulate, implement and evaluate organisation-wide approaches to promoting social and emotional wellbeing e.g. policies, theme events, fund raising and curriculum.  There are a variety of mechanisms to ensure all parent/carers have the opportunity to contribute to decisions that may impact on their child’s SEMH. These are accessible to all and parent/carers engage fully in these. Educational settings are mindful of those vulnerable groups that may be harder to reach.    Parent/carers are involved in the creation, delivery and evaluation of initiatives and activities in relation to SEMH.  Initiatives focused on SEMH are encouraged to empower parent/carers e.g.:  -SEND Coffee mornings  -SEMH related workshops (provided by internal staff and/or external agencies)  -Drop-ins  -Open door policies  -Open evenings  -A range of communication methods  -Fundraising/theme events  These are evaluated to demonstrate impact; that it has helped parent/carers gain an insight into SEMH needs/development, supporting them to increase compassion and kindness towards themselves and others, giving them a sense of hope and belonging to the community. |  |  |  |

**SEMH Alternative Provision Settings**

This section applies to the leadership and management of SEMH alternative provision. (If you have a SEMH alternative/enhanced provision within your educational setting this section also applies to you).

These are in addition to the whole school best practice sections above.

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| **SEMH Provision** | **RAG** | **Comments/Evidence:** | **Next Steps** |
| Heads of the provision demonstrate a commitment to the social, emotional wellbeing and mental health (SEMH) of CYP. They provide leadership in this area by ensuring SEMH features within improvement plans, policies, systems and activities. This is achieved by the engagement in Essex’s Trauma Perceptive Practice (TPP) training.  Heads of the provision have a drive to gain recognition for their best practice of TPP and have a trainer in their setting in order to provide outreach and support school led improvement.  Policies and Practice are founded on the values compassion and kindness, hope, connection and belonging. (TPP values and mindset)  School Policies are adapted to reflect the unique nature of the provision.  The educational setting provides established and consistent routines to help build a sense of connection and belonging. They also offer an environment where everyone feels listened to, understood, and empowered.  The provision provides a SEMH curriculum that is personalised to teach SEMH skills at the developmental stage of CYP. This includes self-regulation being explicitly taught.  Educational settings ensure that all staff benefit from regular specialist professional development related to SEMH and their own wellbeing.  All staff model effective co-regulation and self-regulation strategies formally and informally to support pupils to develop these skills themselves over time. |  |  |  |

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