



Social, Emotional & Mental Health

Pupils needs (<i>assess</i>)	Intervention & targeted response (<i>plan/do</i>)	Expected outcomes (<i>review</i>)
<i>Social Health</i>		
<ul style="list-style-type: none"> • Experiencing difficulty in remaining on task • Seeking frequent adult support • Low level disruptions or attention seeking behaviours • Failure to make the progress anticipated across many areas of the curriculum • Showing signs of frustration and early indications of disaffection or disillusion • Difficulty in making and maintaining healthy relationships with peers • Presenting as withdrawn or tearful 	<p>#1 Quality First Teaching</p> <ul style="list-style-type: none"> • Quality first teaching • All adults model mutually respectful relationships • Differentiated and additional learning activities to engage and motivate • Differentiated use of voice, gesture and body language • Flexible and creative use of rewards and consequences e.g. ‘catch them being good’ • A range of differentiated opportunities for social and emotional development e.g. buddy systems, friendship strategies, circle time • Reinforcement of expectations through verbal scripts & visual prompts • Identify and build on preferred learning styles • Class and school mediation strategies e.g. restorative practice • Social seating and proximity to teacher • Positive language to re-direct, reinforce expectations e.g. use of others as role models 	<ul style="list-style-type: none"> Increased levels of independence Improved concentration Improved social interaction Increased confidence/interest in learning and improved engagement Able to work collaboratively and improved group learning Accelerated progress and good levels of attainment

From tiny acorns, mighty oaks grow



- Time out systems within the classroom
 - Limited choices to engage and motivate
 - Peer support systems
 - Increased structure, routine and guidance
 - Calming scripts, including for example, use of 'thinking time'
 - 'Feedback' is used to collaborate and plan with parent /carer
 - Well evidenced systems to track progress in both learning and behaviour – home/school book
 - Progress is monitored and reviewed, with constructive feedback
 - Identify, highlight, understand and build on areas of progress
 - Visual and verbal prompts to increase engagement, mutual respect and positive behaviour
 - Reward chart/system
 - Time out/quiet area in the classroom
 - SEAL curriculum and activities
 - Systems in place to track, monitor and report on progress Build in reporting systems to all staff
 - Pupils and parents involvement
- #3 Interventions**
- Clear whole school behaviour for learning policy, which is differentiated according to need and context
 - Staff coaching
 - **Circle of Friends**
 - **Games to build self-esteem**

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	<ul style="list-style-type: none"> • Games to build social inclusions • Socially Speaking • Time to Talk • Talkabout 	
<i>Emotional Health</i>		
<ul style="list-style-type: none"> • Increasing disturbances during lessons • Significant fluctuations in mood and increasing unpredictability over attitudes to learning tasks • Uncooperative or defiant • Increasing inability to follow instructions and routines • Presenting as significantly unhappy or stressed 	<p>#1 Quality Teaching</p> <ul style="list-style-type: none"> • Small, carefully thought-out group settings or one-to-one working e.g. • talk, listen and reflect • targets are set • Daily/weekly monitoring and feedback on targets • Visual timetable • Personalised programmes for managing and controlling behaviour – Time out • Regular home/school planner • Thrive individual assessments and action plans • SEAL small group work • Individual Behaviour Plan with SMART targets • Risk assessment for children who may need physical intervention • Pupil coaching/mentoring • Personalised curriculum and structured activities <p>#3 Interventions</p> <ul style="list-style-type: none"> • Experienced learning mentors/key workers support the group/individual 	<p>Feeling safe in school</p> <p>Drop in anxiety levels</p> <p>Staff stress levels decrease and greater confidence in managing challenging behaviour</p> <p>Clear emergency procedures and care plans shared with staff, parents and child</p> <p>Improved friendships and relationships</p> <p>Able to identify emotions that are both comfortable and uncomfortable</p> <p>Better able to manage uncomfortable feelings such as anger</p> <p>Able to resolve conflict peacefully</p>

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	<ul style="list-style-type: none"> • Use of self-management programmes to develop skills, confidence and engagement • Pastoral Support Plan for children who are at risk of disaffection and exclusion • Involvement of educational psychologist, prevention service, pupil referral service (PRS) or enhanced mainstream schools (EMS) 	
<i>Mental Health</i>		
<ul style="list-style-type: none"> • Non-attendance • Frequent episodes of highly challenging behaviour • Places self and/or others at risk of harm • Significant self-harming behaviours • Significant mental health issues 	<p>#1 Quality First Teaching</p> <ul style="list-style-type: none"> • Access to 1:1 mentoring time <p>#3 Interventions</p> <ul style="list-style-type: none"> • Highly personalised curriculum and or timetable e.g. co-delivered with partners such as EMS, PRS, college or work experience placements • Care plan regularly reviewed with pupil, parent and significant others • Identified key adult/s • Regularly reviewed behaviour targets and/or action plan • Emphasis on social emotional engagement, safety and learning • Consider underlying needs e.g. anxiety, depression or ADHD • Actively engage partner services • Nurture Group or small group intervention such as Dino Years or Thrive • Interventions such as art/play therapeutic approaches • Counselling 	<p>Decrease in incidents of high level challenging behaviour leading to more participation Increase in feeling of safety Beginning to feel an increase in confidence and well being Beginning to trust adults and have more positive experiences Signs of some pro social behaviours Increase in personal awareness and responsibility Beginning to engage in and contribute to learning opportunities leading to better progress and achievement Increase in self-regulation and monitoring</p>

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THRESHFIELD

PRIMARY SCHOOL

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| | <ul style="list-style-type: none">• Forest schools and outdoor learning• Off-site alternative provision e.g. PRS, EMS, college placement other• Advice and guidance from partner services• Managed move to another school | |
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