

St. Bartholomew's CE Primary School - Our SEMH Statement (2024 – 2025)

'Roots to Grow and Wings to Fly'

At St. Bartholomew's C of E Primary School, we are passionate about promoting positive mental health and emotional wellbeing in all our staff and children. We strive to adopt a whole-school approach to SEMH (Social, Emotional and Mental Health) needs. We will aim to achieve this by increasing understanding and awareness of common mental health issues and by ensuring that we are able to identify early warning signs for SEMH needs. When an SEMH need is identified appropriate support /training to staff is given and effective strategies/intervention are applied, so the SEMH needs of all children are proactively.

As a school, we will facilitate support for SEMH needs by:

- **Having clear processes to support SEMH needs:** As a school we have invested in our SEMH provision. We have an Emotional Literacy trained support assistant (ELSA), run afternoon forest school sessions and whole-staff training into attachment and emotional coaching has taken place. A member of our senior leadership team is also trained in Youth, Mental First Aid. We support the carers amongst our staff team too, recognising the impact this has on individuals.
- **Supporting behaviour management:** In liaison with external agencies, we work as a close team to support our children with SEMH needs. We use staff expertise and experience to support each other and provide alternative strategies and recommendations. Staff value the support of each other and adopt supportive methods, such as change of face, when required.
- **Rewarding/recognising achievements:** Our children strive to follow the school rules. Children are rewarded for their good behaviour and achievements, which is important for maintaining their motivation and sense of self-worth. Staff efforts and achievements are also celebrated and shared publically.
- **Staff well-being:** The school has created an ethos where staff well-being is valued and a good work/life balance is promoted. The school enhances staff motivation and learning by promoting professional development. Our church also offers pastoral support to staff.
- **Early intervention/ Record keeping:** When possible SEMH needs are identified, staff are proactive in ensuring that they are adopting the appropriate means of recording this. This allows staff to identify patterns of behaviour and possible triggers, so appropriate strategies of support can be put in place. We understand that it is challenging for some children to adapt to the rules and routines of school life.
- **Working with parents and carers:** If we are to be successful in supporting a child who has SEMH needs, it is essential that we work in partnership with our parents. This is achieved through regular communication and by keeping each other informed of any issues. We works closely with other agencies to support parents/ carers with Mental Health needs.
- **Involving pupils:** We encourage our children to be become aware of their feelings, actions and behaviours. We strive to adopt an approach which requires our children to problem-solve and play an active role in setting themselves targets for managing their own feelings and behaviour.
- **Child's voice:** We empower our children to have a voice. For example, the School Council are heavily involved in decision making, which impacts upon the whole school.

<p>The impact of effective SEMH provision :</p> <ul style="list-style-type: none"> • A calm, purposeful, safe, fun and happy learning environment will be created. • Promote positive, caring attitudes towards everyone, where achievements are valued. • Encourage each child to take responsibility for his/her own behaviour, leading to increasing independence, resilience and self- motivation/ discipline. • Create a consistent approach to behaviour management throughout the school. • We will work in partnership with parents in dealing with any behavioural issues. • We will encourage respect for individuals and lead by example in the way that we treat each other, other adults in our community and the children in our care. • Create a learning environment where staff and children are happier and get more out of life; living life in all its fullness. 	<p>What will this achieve?</p> <ul style="list-style-type: none"> • Children are more engaged in the learning process. • Children can concentrate, are ready to learn and subsequently learn better. Leading to Improved standards in all subjects, including English, Maths and Reading. • Improved attainment, as children are ready and able to learn. • More effective teaching as staff and children are more balanced and engaged • Parents and carers are more involved in school life and learning. • Children will continue to have a say in what happens at school. • Fewer disaffected pupils, disengaged from learning, leading to improved behaviour and attendance.
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This policy is underpinned by our school Christian values rooted in love: Aspiration, Compassion, Courage, Trust, Forgiveness and Respect. The policy should be read in conjunction with our Relationships and Behaviour Policy, SEN Policy and SEND Report, Anti-bullying Policy, Child Protection and Safeguarding policy, CLA Policy and Equal opportunities Policy.