



Social, Emotional and Mental Health

Vision and Ethos

At Haylands Primary School we strive to:

- Encourage an enthusiasm for learning that will last a lifetime.
- Ensure positive relationships based on friendship, respect and inclusion.
- Promote “Growth Mind sets” achieving our best through effort and determination.
- Provide the highest quality teaching together with an engaging curriculum.
- Actively model values and learner characteristics every day.

At Haylands we want learners to show:

Care: demonstrate empathy, kindness, compassion and support.

Respect: take responsibility for themselves and others, making good choices, thinking about the needs of others.

Co-operation: collaborate positively with effective team work.

Independence: concentrate, avoid distractions, ask questions and make decisions, reflect and improve, receive and give positive feedback.

Imagination: think creatively, make good use of ideas, and be curious.

Enthusiasm: positive, always happy to have a go, want to have fun and achieve

Aspiration: strive and dream of the best future for yourself and for others.

Perseverance: challenge ourselves, do not give up, *stickability*, see mistakes as part of learning, be resilient, and keep a growth mindset.

Haylands SEMH Offer

At our school, staff get to know the children well and form secure and supportive relationships based on our school values. Pastoral support is provided by class staff in the first instance.



The Role of the Emotional Needs Assistant

Sometimes, children need extra help out of class time for Social, Emotional and Mental Health issues. Haylands can provide bespoke sessions for children through work with our Emotional Literacy Support Assistant. These sessions are carefully planned so that the child receives the full attention of a trained member of staff in order to have a positive impact on emotional wellbeing. Staff provide regular wellbeing check-ins with children who receive bespoke pastoral support. Caragh Caws is our school Emotional Needs Assistant. Please find below a list of some of the support we can provide:

Self-Esteem and confidence building

Therapeutic Story Writing

Emotional Literacy

Anger management

Circle of Friends

Self-Regulation

Attachment

Bereavement

Family Links

Mindfulness

Children with an SEMH plan agreed by parents typically receive a 6 week block of sessions with the Emotional Needs Assistant. When a block of sessions come to an end, the child will be able to share what they have learned and apply it across contexts, e.g. self-calming strategies used in class and at home.

The Role of the SENCO

- Liaising with Parents
- Coordinating the provision for pupils with SEMH
- Providing on-going training and giving advice to fellow teachers
- Performance Management of Learning Support Assistants (LSAs)
- Overseeing records of pupils with SEMH



- Coordinating the monitoring of pupils by checking on progress and identifying barriers to learning
- Making a contribution to continued professional development and training
- Liaising with external agencies, Local Authority (LA) support services, health, social services and voluntary bodies.
- Reporting to the school governor, senior leadership team and Headteacher.

Referrals

There are times when children continue to need further significant help. In this case, the Inclusion Leader meets with parents to discuss a referral to outside agencies. These may include:

CAMHS

Play Therapy

Educational Psychology

Kissy Puppy Bereavement

Youth Trust

Young Carers

Pastoral Facilities at Haylands Primary School

The ELSA room

Used for Social, Emotional and Mental Health sessions and small group interventions with the Emotional Support Assistant

The Quiet Room

A safe space for children to retreat to, if they need a short time out of class for a distraction-free zone.

Pods

There are wicker pods placed around the school in corridors as quiet calming spaces for children to retreat to.

Therapeutic Classrooms



Hand in hand achieving together

We use an approach of therapeutic classrooms to develop a feeling of cosy and home for children. Class rooms have soft lighting, muted colours, plants and a range of seating to allow for learners to feel connected to their environment.

Quality Provision

Quality provision is assured through updated training, regular supervision of staff and taking advice from specialist outside agencies. Because of the nature of the SEMH sessions, the Emotional Needs Assistant often requires 1:1 time with children. Where children are taken out of lessons for SEMH sessions, the Emotional Needs Assistant liaises with parents, teachers and the child to ensure the child does not routinely miss out on the same class lessons. Parents and teachers are provided with feedback from sessions and children's progress is tracked