Community Academies Trust

Birchwood Primary School Policy

Social, Emotional and Mental Health (SEMH) Policy

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Version Control

Version	Last Modified	Last Modified By	Document Changes
1.	30.1.26	Neil Coleman	Section changes include: Inclusion, Professional Development and Inspectorate Expectations.

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1. Introduction

This policy sets out the principles, statutory requirements, and practical approaches for promoting Social, Emotional and Mental Health (SEMH) across Birchwood. It is designed to ensure compliance with the 2014 National Curriculum framework, statutory guidance, and inspectorate expectations. The policy aims to embed SEMH within all aspects of school life, fostering a safe, inclusive, and nurturing environment where every pupil can thrive emotionally, socially, and academically.

2. Aims

- To provide a whole-school approach to SEMH, ensuring all pupils develop emotional resilience, self-regulation, and positive social skills.
- To identify and support pupils with SEMH needs through early intervention and evidence-based practice.
- To create a culture of respect, safety, and wellbeing, where pupils feel valued and able to express their feelings.
- To promote mental health awareness and equip pupils with strategies for maintaining their wellbeing.
- To involve pupils, parents, carers, and external agencies in supporting SEMH development.
- To ensure staff are confident, skilled, and supported in delivering SEMH provision.

3. Statutory Requirements

- Deliver SEMH content through statutory Relationships Education and Health Education, as outlined in the 2014 National Curriculum and DfE guidance (2019).
- Comply with the Children and Families Act 2014, SEND Code of Practice (2015), and Equality Act 2010 by making reasonable adjustments and promoting equality for pupils with SEMH needs.
- Adhere to Keeping Children Safe in Education (KCSIE), ensuring staff are vigilant for SEMH difficulties as safeguarding concerns.
- Ensure health and safety through risk assessments and safe practices for all pupils, including those with SEMH needs.
- Implement the graduated approach (assess, plan, do, review) for pupils with SEMH needs, involving parents and pupils in decision-making.

4. Curriculum Coverage

- SEMH is delivered primarily through PSHE and Relationships Education, encompassing:
  - Self-awareness: Recognising and expressing emotions, understanding strengths and areas for development.
  - Self-regulation: Managing emotions, developing resilience, coping with setbacks.
  - Social skills: Building positive relationships, communication, teamwork, conflict resolution.
  - Mental health: Understanding mental wellbeing, recognising signs of distress, knowing how to seek help.
  - Healthy lifestyles: Physical health, healthy choices, managing risk.
- SEMH development is integrated across all subjects and school activities, supporting holistic pupil development.

5. Curriculum Implementation

- Plan a sequenced, progressive SEMH curriculum using evidence-based programmes (e.g., Zones of Regulation, Nurture Groups, SEAL).
- Use trauma-informed and quality first teaching approaches, including differentiated strategies, clear routines, and positive relationships.
- Embed SEMH in daily classroom practice, assemblies, enrichment activities, and school ethos.
- Provide opportunities for pupil voice, peer support, and co-production of SEMH initiatives.
- Utilise a range of resources, including visual aids, social stories, and structured interventions.
- Collaborate with external agencies for specialist support where required.

6. Assessment

- Use formative assessment methods:
  - Teacher observation
  - Pupil self-assessment
  - Discussion and reflection
  - Peer feedback
- Implement summative assessment through:
  - Progress tracking in PSHE/SEMH
  - Reporting to parents/carers
  - Review meetings for pupils with identified SEMH needs
- Monitor impact and progression using qualitative and quantitative data, ensuring no national attainment targets but clear evidence of improvement.

7. Roles and Responsibilities

Role	Responsibilities
Governors	- Oversee SEMH policy implementation, ensure statutory compliance, monitor impact and resource allocation
Headteacher	- Lead whole-school SEMH strategy, ensure staff training, maintain safeguarding and inclusion standards
Associate Headteacher Inclusion lead	- Support strategic development, oversee day-to-day SEMH provision, liaise with external agencies - Coordinate identification, assessment, and intervention for pupils with SEMH needs; monitor provision
All Staff	- Deliver SEMH curriculum, model positive behaviours, identify concerns, implement interventions
Parents and Pupils	Engage in SEMH initiatives, contribute to decision-making, support home-school partnership

8. Inclusion

- Ensure SEMH provision is accessible to all pupils, including those with SEND and vulnerable groups.
- Use differentiated teaching, reasonable adjustments, and targeted interventions.
- Foster a culture of acceptance, empathy, and respect for diversity.
- Work in partnership with external agencies to meet complex needs.

9. Professional Development

- Provide regular training for all staff in SEMH awareness, trauma-informed practice, safeguarding, and mental health first aid.
- Offer supervision, peer support, and opportunities for reflective practice.
- Promote staff wellbeing to model positive SEMH behaviours.
- Encourage ongoing professional learning and sharing of best practice.

10. Inspectorate Expectations

- Demonstrate a well-planned, sequenced SEMH curriculum that meets the needs of all pupils.
- Maintain high standards of behaviour, positive attitudes, and a safe, considerate and respectful school culture.
- Evidence effective early identification, intervention, and impact on pupil outcomes.
- Ensure strong leadership, staff expertise, and robust safeguarding arrangements.
- Show active pupil voice, family engagement, and partnership with external agencies.
- Monitor and evaluate SEMH provision regularly, using data to inform improvement.

11. Monitoring and Review

- Governors and senior leaders will monitor SEMH policy implementation through regular reports, data analysis, and stakeholder feedback.
- The Inclusion Lead will review interventions and outcomes termly, reporting to SLT and governors.
- Pupil, parent, and staff voice will inform ongoing evaluation.
- The policy will be formally reviewed bi-annually, or sooner if required by statutory changes or school priorities

12. Links to Other Policies

- Safeguarding and Child Protection Policy
- SEND Policy
- Behaviour Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- Positive Handling Policy
- Health and Safety Policy
- PSHE Policy

Policy Review Sheet

Please note any comments or suggested amendments on this sheet. You may also choose to complete your comments in confidence on a separate piece of paper. Please add your initial to any comments.