



*Kirkstall St Stephen's  
C of E (VA) Primary School*

*Personal, Social and Health  
Education Policy*

*February 2022*

This school is committed to safeguarding and the wellbeing of all children, and expects  
our staff and volunteers to share this commitment.

**Kirkstall St Stephen's Primary School**  
**Personal, social, health education Policy**

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### **KSS School Mission Statement**

We are cherished, we are challenged, we are children of God

### **Our Vision**

We are cherished – we aim to create a caring environment where all children and staff feel welcome, valued, supported and respected.

We are challenged- through a stimulating and challenging learning environment, where achievements are recognised but it is also safe to fail, increasing our resilience.

We are children of God – we recognise the value of each and every individual, encouraging everyone's unique spiritual development and potential.

### **Our Ethos Statement**

Our school ethos is represented by the KSS Values Tree; showing children's growth as a tree planted firmly into God's sustaining love and rooted in our school values of: trust, justice, perseverance, respect, thankfulness and forgiveness.

This is based on Psalm 1:1-3.

Happy are those

who reject the advice of evil people,  
who do not follow the example of sinners  
or join those who have no use for God.

<sup>2</sup>

Instead, they find joy in obeying the Law of the LORD,  
and they study it day and night.

<sup>3</sup>

They are like trees that grow beside a stream,  
that bear fruit at the right time,  
and whose leaves do not dry up.  
They succeed in everything they do.

## **Rationale**

At Kirkstall St Stephen's, we aim to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers), and we recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health.

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events. In 2018, about 1 in 10 children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on quality of life, relationships and academic achievement. In many cases it is life-limiting.

The Department for Education (DfE) recognises that: *"in order to help their children succeed; schools have a role to play in supporting them to be resilient and mentally healthy"*. Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience.

We have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support. Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued
- Children have a sense of belonging and feel safe
- Children feel able to talk openly with trusted adults about their problems without feeling any stigma
- Positive mental health is promoted and valued
- Bullying is not tolerated
- 

In addition to children's wellbeing, we recognise the importance of promoting staff mental health and wellbeing and take steps to ensure the SLT are supporting all members of school staff.

## **School Aims**

Our approach to SEMH consists of a comprehensive and developmental programme of teaching and learning, which is delivered in the context of the Mindmate Curriculum, where the social, emotional and mental health and wellbeing of pupils and the whole school community are actively promoted. Our SEMH curriculum has a positive influence on the ethos,

learning and relationships throughout the school. It is central to our values and to achieving our school's stated aims and objectives. Our SEMH programme helps pupils to develop the knowledge, understanding, skills and attitudes they need to live confident, healthy, independent lives now and in the future.

## **Definition**

We use the World Health Organisation's definition of mental health and wellbeing "*a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community*".

Mental health and wellbeing is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with other
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

'Social and Emotional Well-being' refers to a state of positive mental health and wellness. It involves a sense of optimism, confidence, happiness, clarity, vitality, self-worth, achievement, having a meaning and purpose, engagement, having supportive and satisfying relationships with others and understanding oneself, and responding effectively to one's own emotions

'Mental Health Problems' refers to the wide range of mental health, emotional and social challenges, difficulties, conditions and illnesses that can beset both pupils and staff, including stress and burnout, anxiety, depression, attachment difficulties and behavioural problems.

## **Monitoring**

We are committed to the ongoing development of SEMH in our school. We will use the following indicators to monitor and evaluate progress:

- the content of the SEMH curriculum is flexible and responsive to pupils' differing needs which are gathered at least annually through the use of pupil perception data such as the My Health My School Survey (Year 5 and Year 6)

- children are receiving an entitlement curriculum for SEMH in line with national and local guidance
- there are clearly identified learning objectives for all SEMH activities and pupils' learning is assessed using formative approaches
- opportunities for cross-curricular approaches are being used where appropriate
- the impact of training for staff and governors on practice is evaluated
- policy and practice is revised regularly and involves staff, governors, parents/carers and, where appropriate, pupils
- opportunities are provided for parents/carers and members of our community to consider the purpose and nature of our SEMH, for example, through parent/carer information sessions
- a variety of methods are employed to communicate the key points of the policy and curriculum to the community

In developing this policy, we have taken account of:

- Children and Young People's Mental Health: State of the Nation 2016
- Promoting children and young people's emotional health and wellbeing, Public Health England 2015
- Preparing to teach about mental health, PSHE Association 2015
- Mental Health and Behaviour in Schools, DfE 2014
- Supporting children with medical conditions, DfE 2014.

### **Principle of SEMH**

- a partnership between home and school
- ensures pupils' views are actively sought to influence lesson planning and teaching
- starts early and is relevant to pupils at each stage in their development and maturity
- include the acquisition of knowledge, the development of life skills and respectful attitudes and values
- have sufficient time to cover a wide range of topics, based on the Mindmate Curriculum
- are taught through 6 key Mindmate themes:
  - 1. Feeling Good and Being Me**
  - 2. Friends and Family**
  - 3. Life Changes**
  - 4. Strong Emotions**

## **5. Being the Same and Being Different**

## **6. Solving Problems (and making it better)**

- is inclusive of difference: gender identity, sexual orientation, disability, ethnicity, culture, age, faith or belief, or other life experience
- uses active learning methods, and is rigorously planned and evaluated
- promotes equality in relationships, recognises and challenges gender inequality and reflects girls' and boys' different experiences and needs

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise. This is based on the Mindmate Curriculum.

## **Identifying, Referring and Supporting Children with Mental Health Needs**

At Kirkstall St Stephens we have a clear procedure for identifying and referring and supporting children with SEMH needs or those who we believe would benefit from SEMH input. We have a SEAL intervention led by Suzanne Weinstein and children can have 1-1 or group support. Please see appendix A for the flow chart referral procedure.

We endeavour to:

- Provide a safe environment to enable children to express themselves and be listened to
- Ensure the welfare and safety of children are paramount
- Identify appropriate support for children based on their needs
- Involve parents and carers when their child needs support
- Involve children in the care and support they have
- Monitor, review and evaluate the support with children and keep parents and carers updated.

These signs might include:

- Isolation from friends and family and becoming socially withdrawn
- Changes in activity or mood or eating/sleeping habits
- Falling academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Secretive behaviour
- An increase in lateness or absenteeism

- Not wanting to do PE or get changed for PE
- Wearing long sleeves in hot weather
- Drugs or alcohol misuse
- Physical signs of harm that are repeated or appear non-accidental
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm, then the School's child protection procedures are followed. If there is a medical emergency, then the School's procedures for medical emergencies are followed.

### **Assessment, Interventions and Support**

All concerns are reported to the Mental Health Lead, to the SENDCO and/or to the Head Teacher and are recorded on Cpoms. We then implement our assessment system, which is based on levels of need to ensure that children get the support they need, either from within the School or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

### **Working with Specialist Services to get swift access to the Right Specialist Support and Treatment**

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders. We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the children's Individual Care Plan.

School referrals to a specialist service will be made by the Mental Health Lead or the SENDCO following the assessment process and in consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the pupil and parent/carer and when it is the most appropriate support for the pupil's specific needs.

<b>Main Specialist Service</b>	<b>Referral process</b>
Child and Adolescent Mental Health Service (CAMHS)	Accessed through school, GP or self-referral
Educational Psychologist Consultation	Accessed through the Mental Health Lead or SENDCO
Leeds Single Point of Access	Accessed through the Mental Health Lead or SENDCO

SEND and persistent mental health problems may lead to children having significantly greater difficulty in learning than the majority of those of the same age. In some cases, the child may benefit from being identified as having a special educational need or disability (SEND).

### **Involving Parents and Carers in Promoting Mental Health**

We recognise the important role parents and carers have in promoting and supporting the mental health and wellbeing of their children, and in particular supporting children who do have mental health needs. We ask parents to inform us of any mental health needs their child has and any issues that they think might have an impact on their child's mental health and wellbeing, based on a list of risk factors pertaining to the child or family. It is very helpful if parents and carers can share information with the School so that we can better support their child from the outset. All information will be treated in confidence.

We provide information and websites on mental health issues and local wellbeing and parenting programmes and have produced leaflets for parents on mental health and resilience, which can be accessed on the School website. The information includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves. We include the mental health topics that are taught in both the PSHE and SEMH curriculum sections, on the School dojo and the website.

We are aware that parents and carers react in different ways to knowing their child has a mental health problem and we will be sensitive and supportive. We also aim to reassure by explaining that mental health problems are common, that the school has experience of working with similar issues and that help and advice are available.

### **Answering questions**

We acknowledge that sensitive and potentially difficult issues will arise in SEMH as pupils will naturally share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum content for SEMH. As a first principle, we answer questions relating to taught, planned curriculum for that age group to the whole class. We answer questions relating to areas beyond the taught, planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil or pupils who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they should answer it, they will seek guidance from the PSHE

leader/ Child Protection Officer. Questions may be referred to parents/carers if it is not appropriate to answer them in school. We use a 'Ask-it-Baskets' where questions may be asked anonymously.

When answering questions, we ensure that sharing personal information by adults, pupils or their families is discouraged. Where a question or comment from a pupil in the classroom indicates the possibilities of abuse or risk of harm, teachers will pass this information to the designated person for safeguarding and child protection, in line with school policy and procedures.

## **Policy links**

This policy links to:

- Anti-bullying
- Assessment, Recording and Reporting
- Attendance
- Behaviour
- Child Protection/Safeguarding Children (including FGM)
- Confidentiality
- Continued Professional Development
- Equal Opportunities
- Online safety/Computing
- First Aid
- Health & Safety
- Monitoring and Evaluation
- PSHE
- Race Related Incidents
- Restorative Practice
- Science
- SEN/Inclusion
- SRE
- Teaching and Learning
- Visitors in School

## **Staff responsibilities**

### **The Headteacher**

The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of RSE are to:

- Work with governors to ensure compliance with the statutory guidance
- Liaise with the SEMH co-ordinator to ensure the effective delivery of the SEMH within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around SEMH issues

- Act upon any concerns which may arise from pupil's disclosure during SEMH sessions
- Monitor staff training requirements in relation to effective teaching and learning of SEMH

### **The SEMH Co-ordinator**

The school has a co-ordinator for SEMH who is responsible for all aspects of the subject.

The responsibilities are to:

- Ensure the implementation and quality of long term and medium term SEMH schemes of work
- Ensure that all staff are confident in the skills to teach and discuss SEMH issues as trained, confident and competent staff are essential to raise standards in SEMH
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Access appropriate training
- Monitor and advise on SEMH organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials

### **Governors**

The governing body is responsible for formulating, agreeing and adopting the policy.

Governors will then on an on-going basis:

- Support monitor and review this policy.
- Ensure there is effective allocation of resources.
- Ensure the school premises support the policy.
- Monitor the effectiveness of teaching and learning in terms of raising pupil attainment.
- Ensure the staff development and performance management promotes good quality teaching and learning.
- Monitor the effectiveness of the policy through the school's self-review process.

## **Special educational needs and diversity:**

### **Special educational needs:**

All children have the right to SEMH lessons and are included in the teaching and learning. Differentiated teaching and resources will be available. This will be discussed with parents before any teaching.

## **Diversity**

Pupils from all faiths and cultures have an entitlement to all aspects of SEMH. Teaching effective SEMH means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. Schools will promote all pupils' spiritual, moral, social and cultural development to enable them to participate fully in democratic, modern Britain. It is important when developing the SEMH curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication this reduces misunderstandings and allows for the development of a values framework for SEMH.



## *Kirkstall St Stephen's*

Church of England Aided Primary School

### **SEAL Referral: Request for Intervention 2021-2022**

Please follow these procedures for requesting SEAL interventions:

1. Once you have identified a pupil you believe will benefit from some SEAL support, please arrange an appointment to discuss your concerns with their parents/carers. Asking them if they would be happy for this support to be put in place.
2. Complete SEAL Referral tab on Cpoms and alert Philip Sheppard, Sophie O'Connor and Frances Andrews.
3. The head-teacher (as lead Safeguarding officer) will then consider whether there are any additional child protection cases ongoing or other reasons why a SEAL intervention would not be appropriate.
4. All pupils approved for SEAL interventions will then be passed to the intervention leader (Suzanne Weinstein) in order to put interventions in place.
5. Once interventions are approved ensure you update your class intervention overview on provision maps.
6. Send a letter home or speak to the parents face to face to inform the intervention is in place.
7. Suzanne Weinstein may have a meeting with parent to talk about the intervention and progress.