

Children's and Young People Services

Social, Emotional & Mental Healths Needs



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Social, Emotional & Mental Health Needs

Social, Emotional, Mental Health Descriptors

The children and young people to whom this guidance relates will present with a range of features of social, emotional, and mental health difficulties which impact on their learning and social inclusion. Individual pupils may display a range of these features which will vary in severity and intensity, and which change over time. It is not expected that any pupils will match all the descriptors listed below. The descriptors may be used to support the identification and assessment of the needs of an individual pupil. It is imperative that the school has an inclusive environment and culture and demonstrates that each pupil's needs are of paramount importance. The voice of the pupil and family must be identified at an early stage and support given by the school and other agencies to the family to enable them to support outcomes and their child at home. As the severity of mental health difficulties increases, the impact on the child's functioning and ability to access educational environment and activities increases as they move through the ranges.

Social

Pupil may

- Be socially vulnerable, withdrawn, or isolated within their peer group
- Have immature social skills, or may not have had the opportunity to develop resilience and positive social and emotional skills needed within a whole school environment
- Follow some but not all school rules/routines in the school environment
- Have difficulties in social interactions/relationships with both adults and peers
- Have difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance
- Struggle to maintain positive relationships with peers and adults
- Be slow to develop age-appropriate self-care skills due to levels of maturity or degree of learning difficulties
- Refuse to engage, be abusive towards staff and peers, may present as disengaged with the curriculum and routines of the school
- Damage property

Emotional

Pupil may:

- Show signs of stress and anxiety and/or difficulties managing their emotions
- Have difficulty identifying their emotions or triggers and may need support to self-regulate, or self-regulate in self-harming or anti-social ways
- Have fluctuating moods which might indicate depression or boredom, or heightened states such as excitement or hyperactivity, and be unable to prevent these from affecting their ability to positively socially interact with their peers
- Exhibit crises which may be one off, prolonged, or regular responses to anxiety, or they may be learned responses to undesired or stressful situations
- Be at risk of leaving the school premises or absconding during the school day
- Show patterns of stress or anxiety related to a specific context or a specific time of the day
- Have difficulties expressing empathy or be emotionally detached
- Engage in high risk-taking activities both at school and within the community
- Need to be in control exhibiting bullying behaviours either as victim or perpetrator
- Be over-friendly or withdrawn with strangers and at risk of exploitation
- Be provocative in appearance and behaviour, and there could be evidence of over sexualised language or behaviours. This is not blaming the pupil but describing what they might present as a result of their SEMH

Mental Health

Pupil may:

- Be unpredictable and may exhibit patterns of behaviour that impact on learning and inclusion
- Be disruptive or overactive and lack concentration in the classroom setting
- Be under assessment for mental health difficulties; acute anxiety or attachment needs may have been identified

- Have a tendency to hurt others, self or animals
- Have issues around identity and belonging
- Experience acute anxiety, fear, isolation, bullying or harassment, leading to controlling behaviours
- Present with self-harming behaviour
- Have attempted suicide
- Engage in persistent substance abuse
- Eating disorders – pupil may engage in dietary restriction, excessive exercise or other evidence of an eating disorder. May have significant unexplained changes in behaviour patterns, display evidence of visual or auditory hallucinations, indicating possible psychosis or response to trauma.

Presenting behaviour may also include:

- A preference for own agenda and reluctance to follow instruction
- Presenting with different behaviour with different members of staff
- Patterns of regular school absence
- Disengaged from learning and significantly under-performing
- Verbally and physically aggressive
- Subject to neglect, with basic needs unmet or they may be preoccupied with hunger, illness, lack of sleep
- Identified as being at risk of CSE

The school will need to demonstrate that the provision, systems, and training that are in place are effective in meeting the needs of pupils with SEMH. Consistency of approach in supporting positive behaviour is essential. Communication between staff and joint strategies in a behaviour/personalised plan must be in evidence. The school must have a graduated response to working with pupils with SEMH so that low level behaviour does not escalate into high level behaviours too quickly thus causing an inappropriate response.

Mental Health Charter

With the change in the national agenda to promote mental health in schools (Mental Health and Behaviour in Schools Departmental Advice March 2016,) the new OFSTED framework and the desire of Child and Adolescent Mental Health Service (CAMHS) to work in a new way to support schools (Thrive The AFC –Tavistock Model of CAMHS 2014) there was an opportunity to develop innovative ways of working and a Mental Health Charter was devised to embed good practice in schools in Rotherham Council.

The Mental Health Charter is split into three sections:

Culture and Ethos

- Leadership & Management
- Ethos & Environment
- Staff Development

Education and Curriculum

- Teaching & Learning
- Targeted Support
- Need & Impact

Families and Communities

- Parents & Carers
- Student & Staff Voice

There are standards across these areas which are divided into bronze, silver, and gold levels. Evidence is gathered to demonstrate standards have been met. Much of this work is already taking place in schools and can be highlighted as good practice. The charter can also guide schools to enhance their practice. The examples of evidence which are listed in the charter are not exclusive and can be extended. For more information visit:

Pupils with mental health conditions may require an Individual Healthcare Plan (IHP) created in consultation with parents, school health nurse and relevant medical staff. This IHP advice should be added to all levels below (5b) where an EHCP is suggested.

SEMH Ranges Guidance	
Range Descriptors Overview	
Range 1 Mild	MILD • Children will have been identified as presenting with some low-level features of behaviour, emotional, social difficulties • They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration • They may follow some but not all school rules/routines around behaviour in the school environment • They may experience some difficulties with social /interaction skills • They may show signs of stress and anxiety and/or difficulties managing emotions on occasions • Acting-in behaviours - reduction to usual levels of social interaction. • Pupil's attendance begins to decline
Range 2 Mild - Moderate	MILD – MODERATE Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place • SEMH continues to interfere with pupil's social/learning development across a range of settings and pupil does not follow routines in school consistently • Pupil beginning to be at risk of exclusion and may have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupil may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour that impact on learning may be beginning to emerge • Pupil may show patterns of stress/anxiety related to specific times of the day • Pupil may have a preference for own agenda and be reluctant to follow instructions • Pupil may have begun to experience short term behavioural crises • School avoidance leads to absence becoming persistence (below 90%)
Range 3 Moderate	MODERATE Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions being in place. • SEMH interfere more frequently with pupil's social/learning development across a range of settings and pupil does not follow routines in school without adult support • Pupil may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupil remains socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that

	impact on learning • Pupil patterns of stress/anxiety related to specific times of the day have become more common • Pupil may prefer own agenda and may be reluctant to follow instructions • Short-term behavioural crises have become more frequent and are more intense • Consider seeking advice from Hospital and Outreach Education for pupils with mental health conditions
Range 4a Significant	SIGNIFICANT Pupils continue to present with significant and persistent levels of behaviour, emotional, social difficulties which are now more complex, and which necessitate a multi-agency response. • Pupil is more likely to have experienced fixed term exclusion from school • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning
Range 4b Severe	SEVERE Pupils continue to present with severe and persistent levels of behaviour, emotional, social difficulties which continue to be complex and long term, and which necessitate a continued multi-agency response. • Pupil is at increased risk of permanent exclusion • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum essential to ensure progress with learning • Complex Needs identified • Medically diagnosed mental health condition that has a significant impact on cognition, attendance and social interaction e.g. Depression, Anxiety, Eating Disorder, trauma related. • Consider a referral to an alternative education provider

Range 5 Severe	SEVERE Severe and increasing behavioural difficulties, often compounded by additional needs, and requiring provision outside the mainstream environment, including: • Moderate/ severe learning difficulties, mental health difficulties, acute anxiety, attachment issues • Patterns of regular school absence • Incidents of absconding behaviour • Disengaged from learning, significant under-performance • Verbally and physically aggressive • Reliant on adult support to remain on task • Struggles with change – both to routines and relationships • Regular use of foul and abusive language • Engaging in high-risk activities both at school and within the community • Difficulties expressing empathy, emotionally detached, could have tendency to hurt others, self or animals • Issues around identity and belonging • Needing to be in control, bullying behaviours (victim & perpetrator) • Difficulties sustaining relationships • Over-friendly or withdrawn with strangers, at risk of exploitation • Provocative in appearance and behaviour, evidence of sexualised language or behaviours • Slow to develop age-appropriate self-care skills due to levels of maturity or degree of Learning Difficulties • Physical, sensory, and medical needs that require medication and regular review • Complex needs identified*
Range 6 Profound	PROFOUND Continuing profound and increasing behavioural difficulties, often compounded by additional needs and requiring continued provision outside the mainstream environment, including: • Significant challenging behaviour • Requiring a range of therapeutic interventions or referral to specialist support services (CAMHS, YOS) • Unable to manage self in group without dedicated support • Subject to neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours • Consistent use of foul and abusive language • Involved in substance misuse either as a user or exploited into distribution/selling • Poor attendance, requires high level of adult intervention to bring into school, even with transport provided

	• Refusal to engage, extreme abuse towards staff and peers, disengaged, willfully disruptive • Regular absconding behaviour • Significant damage to property • Requiring targeted teaching to access learning in dedicated space away from others • Health and safety risk to self and others due to increased levels of agitation and presenting risks • Sexualised language and behaviour, identified at risk of Child Sexual Exploitation (CSE) • Complex needs identified *
Range 7	Continued long term and complex behavioural, emotional, and social difficulties, necessitating a continued multi agency response coordinated as annual, interim or emergency SEND review and met in specialist provision. Needs likely to include: • Self-harming behaviour • Attempted Suicide • Persistent substance abuse • Extreme sexualised language and behaviour, sexually exploited • Serious mental health issues • Long term non-attendance and disaffection • Regular appearance in court for anti-social behaviour / criminal activity • Puts self and others in danger • Frequently missing for long periods • Extreme vulnerability due to MLD / SLD • Medical conditions that are potentially life threatening and cannot be managed without dedication support • Complex needs identified*

Range 1 SEMH Presenting Behaviours	Assessment and Planning	Strategies	Curriculum/ Intervention	Resources and Staffing
Pupil experiences low level / Low frequency difficulties with behavioural, emotional and social difficulties which mildly affect curriculum access. Pupil may have difficulties with some or all the following: - Following classroom routines - Complying with adult direction - Responding appropriately to social situations - Forming and sustaining relationships with peers - Immature social/emotional skills e.g., difficulties with turn-taking, reciprocal attention, sharing resources etc. - Some social isolation e.g., tends to play alone - Low-level anxiety in social situations - Feeling sad or down.	Assessment will continue as part of normal school and class assessments. - Monitoring of the pupil's response to feedback, change in routine or environment - Assessment for learning opportunities can be used to record observations and assessment of behaviour/anxiety levels - Consideration of the pupil's learning style, including active engagement activities. - Information from the pupil regarding their views using person-centered approaches - Observations by Teacher/class Teaching Assistant /Key Stage Coordinator - School is proactive in identifying individual needs and monitors that action is taken - SEND CO may initiate more specific assessments and observations if required - SEMH training for all staff	The teacher is held to account for the learning and progress of the pupil in the mainstream class. - Quality First Teaching meets the needs of all pupils including SEMH - Flexible teaching groups - Some differentiation of activities and materials - Differentiated questioning - Use of visual, auditory and kinesthetic approaches - Awareness that a pupil may need more time to complete tasks and that equality of access may mean that they need to do some things differently (chunking) - Resources and displays that support independence - Routine feedback to pupils - Environmental consideration to classroom organisation, seating and group dynamics - Transparent system of class/school rewards and sanctions - Rules and expectations consistent across staff - Use of different teaching styles - Clear routines e.g., for transitions - Nurturing classroom approaches offering pupil opportunities to take on responsibilities e.g., class	The school can demonstrate an inclusive ethos that supports the learning and wellbeing of all children and young people. - Positive whole school attendance ethos - The wider curriculum promotes positive examples of diversity - Well-planned and stimulating PSHEE/ Citizenship curriculum, differentiated to needs of cohort/class - Anti-bullying is routinely addressed, and pupils are confident in reporting incidents - SEAL styled materials and interventions available for staff use in the classroom - Provision of planned opportunities to learn and practice social and emotional skills during structured activities - Restorative Practice approaches - Educational visits are planned well in advance and consider the needs of all pupils - Close links with Parents/Carers	The pupil's SEMH needs can be managed in a mainstream class within an inclusive setting, with differentiation of task and teaching style: - Regularly updated policies for SEND, Behaviour and Anti-bullying - Regularly monitored inclusion policies are implemented consistently and underpin practice - Stimulating classroom and playground environments - Access to 'quiet areas' in school - The school employs additional adults to support the needs of all pupils e.g. Midday Supervisory Assistants (MSAs), Family Support Worker - All staff have received training in managing SEMH needs and understanding how to support pupils effectively - Staff are familiar with current DfE guidance - Staff access LA training to keep informed of meeting the needs of pupil - Designated time is allocated to TAs for planning and liaison with teachers - Use of playground buddies, peer mediators, peer mentors - Lunchtime clubs 'Social and Emotional Learning through Circle Time' curriculum (Primary) - Staff access support e.g., via solution-focused conversations/supervision - Time to establish liaison with parents/ carers in line with school procedures e.g., parent consultation evenings - Staff 'meet and greet' their pupils daily - Structured system in place to support internal transitions - Early years learning journals at foundation stage Applying staff knowledge and skills on how to create and implement an attachment-aware and trauma-informed, relational behaviour policy to support students to self-regulate, through a whole school relationships and behaviour policy. Applying staff knowledge and skills on how to manage and resolve conflict situations between peers, using Restorative Approaches, as learned on the Restorative Approaches course. Applying staff skills and knowledge to know how to support emotional literacy development and emotion regulation in

		monitors, prefects, school council reps		pupils who experience difficulties around anxiety, low mood, self-harm and loss, separation and bereavement, as learned on the following courses: Emotion Coaching, Zippy's Friends, Apple's Friends, Passport, Activating Resilience and Coping, Solihull Approach, Mindfulness, Exam Resilience, Proactive Transitions, Keys to Happier Living, Listening to Children, Motivational Interviewing, Well-being Wheels, and specific courses around Anger / Anxiety / Children in Care / Domestic Abuse / Developmental Trauma / Loss, Separation and Bereavement / Self-Harm. Applying staff knowledge and skills on how to support a young person to develop social communication skills and friendships through co-operative play, as learned on the Lego-Based Therapy course.
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Range 2 SEMH Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
Pupil experience low / medium level ongoing behavioural, emotional and social difficulties which are mild and moderate. These may affect curriculum access. - Pupil may have a preference to follow own agenda - Difficulties following adult direction e.g., regular incidences or non-compliance / uncooperative behaviour - Difficulties with self-regulating e.g. emotional outbursts, hyperactive, impulsivity, mood swings, feeling anxious/worried - Difficulties with appropriate learning behaviour e.g., sustaining attention and concentration, motivation to engage with work-related tasks - Low self-esteem and low general resilience - May experience difficulties responding to social situations, leading to social isolation from peers e.g., may be fearful or anxious in new situations - Hiding under furniture. - Immature social skills affecting ability to establish and maintain friendships - Reliance on adults for reassurance - Difficulties forming relationships with adults. - Confused thinking. - Problems sleeping.	As range 1 plus - More detailed and targeted observation and assessment relating to Support Plan formulation and intervention choice - Observations by SENDCO/ Pastoral Lead - Pupil involved in setting and monitoring their own SMART targets for individual provision map and review - Parents/carers involved regularly to support targets at home - Behaviour records analysed to consider triggers and patterns 'Assess/ Plan/ Do/ Review' 'Cycle of Behavioural Change' used to give a context to behaviour - Close monitoring to identify 'hot spots'	- Information about pupils needs/difficulties is shared with relevant staff (support plan and meetings) - Sharing of advice on successful strategies and targets e.g., use of visual supports, developing organisational skills - Classroom teaching assistance is targeted towards support for specific tasks/settings, based on agreed SMART targets - Personalised reward systems covering targeted lessons/ activities - Careful consideration of group dynamics within class - Careful consideration of preferred learning style and motivational levers for the pupil when differentiating - Opportunities for small group work based on identified need - Time-limited intervention groups - Opportunities for creative play activities, drama etc.	- Access to small group support - e.g. Circle of Friends, self-esteem group - Group work to be planned and tailored to meet identified need and to include good role models - Teaching effective problem-solving skills - Individual or small group support for emotional literacy e.g., recognising emotions - Learning tasks differentiated by task and outcome to meet individual needs - Preparation for changes to activities/routines/ staffing - Supervision when moving between locations/ classrooms - Pupil encouraged to participate in extracurricular activities - Educational visits planned well in advance and contingency plans in place to meet the needs of the pupil, should they be needed	The child or young person's SEMH needs require flexible use of additional support from within school resources: - Support/advice from SENDCO/ Pastoral Lead - Personalised programme with SMART targets reviewed and updated regularly - Additional adults routinely used to support flexible groupings - Access to targeted small group work with class Teaching Assistant - Access to intervention group work with Teaching Assistant, Learning Mentor, ELSA (Emotional Literacy Support Assistant) - Additional adults (Teaching Assistant) for focused support during unstructured times e.g., lunchtime supervision/ targeted extra-curricular activities - Access to a quiet area for 'chill-out' time - Access to visual cues/ timetable if needed - Access to in-school support base (e.g., Nurture Group) if available - Staff access targeted LA training - Consultation with support services - Home-school communication book - Time for scheduled meetings with parents / carers on a regular basis - Self-regulation strategies such as wobble cushion, stress balls and tangles Applying staff knowledge and skills on how to create and implement an attachment-aware and trauma-informed, relational behaviour policy to support students to self-regulate, through a whole school relationships and behaviour policy. Applying staff knowledge and skills on how to manage and resolve conflict situations between peers, using Restorative Approaches, as learned on the Restorative Approaches course (course is available through TaMHS). Applying staff skills and knowledge to know how to support emotional literacy development and emotion

				regulation in pupils who experience difficulties around anxiety, low mood, self-harm and loss, separation and bereavement, as learned on the following courses: Emotion Coaching, Zippy's Friends, Apple's Friends, Passport, Activating Resilience and Coping, Solihull Approach, Mindfulness, Exam Resilience, Proactive Transitions, Keys to Happier Living, Listening to Children, Motivational Interviewing, Well- being Wheels, and specific courses around Anger / Anxiety / Children in Care / Domestic Abuse / Developmental Trauma / Loss, Separation and Bereavement / Self-Harm Applying staff knowledge and skills on how to support a young person to develop social communication skills and friendships through co- operative play, as learned on the Lego-Based Therapy course.
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Range 3 SEMH Presenting Behaviours	Assessment and Planning	Learning Strategies	Curriculum/ Intervention	Resources and Staffing
The pupil experiences frequent and persistent difficulties with behavioural, emotional and social difficulties which will significantly affect curriculum access. • Incidences of non-compliant and uncooperative behaviour e.g. refusal to work, disrupting the learning of others • Difficulties self-regulating e.g. frequent emotional or aggressive outbursts, sexualised language, excessive periods of anxiety, mood swings, unpredictable behaviour, which affect relationships. • Challenging behaviour requiring a range of therapeutic interventions or referral to specialist support services (Child and Adolescent Mental Health Service, Youth Offending Service) • Inappropriate responses to fears and worries. • Significant self-esteem issues affecting relationships and behaviour patterns ('acting in' or 'acting out') • Low levels of resilience when faced with adversity. • Behaviour causing a barrier to learning e.g. pupil disengaging, may destroy own / others' work, use work avoidance strategies, concentration very limited • At risk of low-level offending or anti-social behaviour. • Socialising with peers and adults e.g., lack of empathy, victim or perpetrator of bullying	Support plan with asses-plan-do-review cycles implemented. Outcomes agreed and monitored with pupil and parents/carers. • Consideration of Family Early Help Assessment • Consider further specialist assessment • 'Round Robins' to relevant staff to gain overview of behaviour to inform planning • Pastoral/Teaching Assistants/SENDCO are routinely included in planning to ensure their input is effective • Behaviour records updated daily and analysed to consider frequency, duration, triggers/patterns etc. in order to plan appropriate strategies • Consultation and assessment with Behaviour Support, Educational Psychologist, School Wellbeing Worker • Proactive assessments of potentially tricky situations to inform adaptations to learning environment • Careful planning and review of needs at transition, including effective liaison e.g., starting school, transfer to secondary or post-16 provision	• Identified daily support to teach social skills and address behavioural targets and outcomes on Support Plan throughout day • Use of key-working approaches to ensure the pupil has a trusted adult to offer support during vulnerable times • Personalised reward systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum • Regular/daily small group teaching of social skills • Individualised support to implement recommendations from support services • Visual systems in place: prompt cards, behaviour plans, risk assessment, diaries	• Teaching style adapted to suit pupil's learning style e.g. level/pace/amount of teacher talk reduced, access to practical activities • Personalised timetable introduced in negotiation with the pupil, parents/ carers and staff. This may include temporary withdrawal from some activities e.g. assemblies, specific non-core lessons. • Alternative curriculum opportunities at KS4 e.g., vocational/college/work placements • Time-limited intervention programmes with staff who have knowledge and skills to address specific needs, may include withdrawal for individual programmes (e.g., understanding anger, therapeutic stories) or targeted group work (e.g. FRIENDS) • More formal meetings/ conferences using Restorative Practices, to include parents/carers • Educational visits planned well in advance and risk assessments in place as appropriate and shared with key staff	The pupil is struggling to cope with aspects of his/her local mainstream school, requiring increasing levels of individual additional support from within school resources and a multi-agency approach: • School is offering provision that is additional to and different from that of peers • School feels direct involvement of support services would be beneficial • Access to 1:1 support for re-tracking, mentoring, motivational approaches etc. • Additional individual support for tricky situations and 'hotspots', in line with risk assessments • Access to small group support outside mainstream classes • Sustained access to intervention group work with Teaching Assistant, Learning Mentor, ELSA (Emotional Literacy Support Assistant) or NPSLBA trained staff where appropriate – not all schools have this • Personalised timetable providing access to a Teaching Assistant / mentor staff for up to 12.5 hours per week • Formal behaviour monitoring systems to log and analyse incidents daily in order to review and modify strategies • Internal exclusion/'time-out' facilities • Specialist Staff Training (e.g., Positive Handling programmes /Team Teach). • Advice from support services e.g., Child Adolescent Mental Health Service, Social Care, Educational Psychologist, School Wellbeing Worker, Behaviour Support Worker, Youth Services • Allocation of appropriate space for professionals to work with the pupil, taking into account safeguarding issues • Multi-agency support to plan and review interventions

• May show low mood or refuse to communicate for periods of time • Difficulties forming and sustaining quality relationships with adults. • Risk of isolation or becoming socially vulnerable. • Struggling with bereavement issues, feelings of guilt. • The pupil's SEMH needs may co-exist with other secondary needs.				• Access to time-limited short-term interventions in Alternative Hubs • Home-school communication book • Time for formal meetings with parents on a regular basis • Weekly mindfulness/individual wellbeing sessions • Sensory processing approaches Applying staff knowledge and skills on how to create and implement an attachment-aware and trauma-informed, relational behaviour policy to support students to self-regulate, through a whole school relationships and behaviour policy. Applying staff knowledge and skills on how to manage and resolve conflict situations between peers, using Restorative Approaches, as learned on the Restorative Approaches. Applying staff skills and knowledge to know how to support emotional literacy development and emotion regulation in pupils who experience difficulties around anxiety, low mood, self-harm and loss, separation and bereavement, as learned on the following courses: Emotion Coaching, Zippy's Friends, Apple's Friends, Passport, Activating Resilience and Coping, Solihull Approach, Mindfulness, Exam Resilience, Proactive Transitions, Keys to Happier Living, Listening to Children, Motivational Interviewing, Well-being Wheels, and specific courses around Anger / Anxiety / Children in Care / Domestic Abuse / Developmental Trauma / Loss, Separation and Bereavement / Self-Harm. Applying staff knowledge and skills on how to support a young person to develop social communication skills and friendships through co-operative play, as learned on the Lego-Based Therapy course
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Range 4a SEMH Presenting Behaviours	Assessment and Planning	Strategies	Curriculum/Intervention	Resources and Staffing
The pupil experiences frequent and persistent difficulties with behavioural, emotional, and social difficulties which will significantly affect curriculum access. - Challenging behaviour requiring a continuous range of therapeutic interventions or referral to specialist support services (Child and Adolescent Mental Health Service, Youth Offending Service) - Incidences of non-compliant and uncooperative behaviour e.g., refusal to work, disrupting the learning of others - Self-regulating e.g., frequent emotional or aggressive outbursts, sexualised language, anxiety, mood swings, unpredictable behaviour, which affect relationships - Significant self-esteem issues affecting relationships and behaviour patterns ('acting in' or 'acting out') - Emerging concerns around mental health e.g., self-harm, irrational fears, risk-taking, and substance misuse - Low levels of resilience when faced with adversity - Behaviour causing a barrier to learning e.g. pupil disengaging, may destroy own / others' work, may use work avoidance strategies, concentration very limited - Change in attendance patterns that requires in school interventions. - Socialising with peers and adults e.g., lack of empathy,	- Specialist assessments e.g., Behaviour Support Worker, Educational Psychologist, Youth Offending Service - Involvement of educational and non-educational professionals as part of assess, plan, do, review cycle - Risk assessment to identify dangers and need for additional support - Use of Social Emotional Behaviour Competencies profile for measuring impact of interventions - Personalised transition planning is prioritised (e.g., Rec/Y1, Y6/Y7, Y9, Y11/ post-16). This will include a transition plan in Y9- 14, updated on a regular basis	- The class/subject teacher remains accountable for the progress of the pupil within the mainstream class - Identified individual support across the curriculum in an inclusive mainstream setting. - Daily teaching of social skills to address behavioural targets and outcomes on support plan - Use of key-working approaches to ensure the pupil has a trusted adult to offer support/withdrawal during vulnerable times - Personalised reward systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum - Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address pupil's specific needs; may include withdrawal - Individualised support to implement recommendations from relevant professionals	- Teaching focusing on both learning and social-emotional curriculum / outcomes throughout the school day - Targets informed by specialist assessment - Regular/daily small group teaching of social emotional and behaviour skills - Teaching style and tasks are adapted to suit the pupils' learning style e.g., level/ pace/amount of teacher talk reduced, access to practical activities - Personalised timetable introduced in negotiation with pupils, parents and staff. This may include temporary withdrawal from some activities. - Alternative curriculum opportunities at KS4 e.g., ALPs/vocational/college/ work placements - Formal meetings/ conferences using Restorative Practices, to include parents/carers - Educational visits planned well in advance and risk assessments in place, key staff have rehearsed possible scenarios - Support through solution-focused approaches, for staff working with the pupil - Where the pupil is working below age-related	The pupil is struggling to cope in a local mainstream setting, requiring considerable individualised support / resources above the delegated SEN budget. A multi-agency approach is needed. - Pastoral Leader and/or SENDCO provides support to Teacher and Teaching Assistants and takes responsibility for arranging appropriate CPD and quality assuring the learning experience - Access to 1:1 support within school for re-tracking, mentoring/ coaching, motivational approaches, understanding anger etc. - Additional individual support in line with risk assessments, incl. unstructured times - Access to small group support outside mainstream classes - Personalised timetable providing access to a suitably trained Teaching Assistant / mentor - Formal behaviour monitoring systems to log and analyse incidents daily in order to review and modify strategies - Time to discuss, develop and review individual reward systems and report cards - Internal exclusion/'time-out' facilities - Specialist Staff Training (e.g., Positive Handling programmes/ Team Teach) - Direct involvement from support services e.g., Educational Psychologist in reviewing progress - appropriate - Non-educational input e.g., YOS, and Keyworkers from the Local Area Teams to re-engage in education / training - Multi-agency support to plan and review interventions - Time and appropriate space for joint planning with pupil, parents/ carers, staff and other agencies to facilitate 'Team Around the Family' (TAF) approach - Additional 'off-site' provision may be required to supplement and enrich school-based learning e.g., vocational/practical or college/work placements within timetable

victim or perpetrator of bullying • May show low mood or refuse to communicate for periods of time • Risk of isolation, exploitation or becoming socially vulnerable • Inability to cope with day-to-day problems or stress. • Significant tiredness. The pupil's SEMH needs may co-exist with other secondary needs.			expectations, personalised literacy and numeracy programmes will be required to address gaps in learning associated with SEMH needs • Consideration to access arrangements for internal and external examinations	• Support for parents/carers through access to targeted evidence-based parenting programmes Applying staff knowledge and skills on how to create and implement an attachment-aware and trauma-informed, relational behaviour policy to support students to self-regulate, through a whole school relationships and behaviour policy Applying staff knowledge and skills on how to manage and resolve conflict situations between peers, using Restorative Approaches, as learned on the Restorative Approaches course Applying staff skills and knowledge to know how to support emotional literacy development and emotion regulation in pupils who experience difficulties around anxiety, low mood, self-harm and loss, separation and bereavement, as learned on the following courses: Emotion Coaching, Zippy's Friends, Apple's Friends, Passport, Activating Resilience and Coping, Solihull Approach, Mindfulness, Exam Resilience, Proactive Transitions, Keys to Happier Living, Listening to Children, Motivational Interviewing, Well-being Wheels, and specific courses around Anger / Anxiety / Children in Care / Domestic Abuse / Developmental Trauma / Loss, Separation and Bereavement / Self-Harm Applying staff knowledge and skills on how to support a young person to develop social communication skills and friendships through co-operative play, as learned on the Lego- Based Therapy course
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Range 4b Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
The pupil experiences significant, frequent and persistent behavioural and emotional difficulties which will severely affect curriculum access. These difficulties require multi-agency support. • Daily incidences of non-compliant and uncooperative behaviour which are long-lasting and frequent e.g., refusals to work, defiance, leaving classroom/school site on a regular basis • Behaviour causing a significant barrier to learning e.g. pupil disengaging, destroying own / others' work, work avoidance strategies, unable to show level of concentration • Socialising with peers and adults e.g., lack of empathy, victim or perpetrator of bullying • Increased risk of exclusion, exploitation, radicalisation, isolation or becoming socially vulnerable • Increasing concerns around mental health e.g., self-harm, irrational fears, risk-taking, and substance misuse • Changes in eating habits. • Poor personal hygiene. • Experience's phobias. • Difficulties with self-regulating e.g., intense emotional or aggressive outbursts / uninhibited / Unpredictable outbursts • Increasing concerns around mental health e.g., self-harm, irrational fears, risk-taking, and substance misuse • The pupil does not have the social or emotional skills needed to cope in a mainstream environment	• Consider specialist assessment place e.g. alternative provision such as The Spires Academy, Complimentary Education or Hospital and Outreach Education (if the pupil has a diagnosed mental health condition) • Use of Social Emotional and Behavioural Competencies resources for measuring impact of interventions • Completion of 'pupil passport' for Behaviour & Attendance Partnership if 'managed move' or Pupil Referral Unit place needed • May consider referral for an Education, Health and Care Needs assessment if appropriate • Personalised transition planning is prioritised (e.g., Rec/Y1, Y6/Y7, Y9, Y11/ post-16). This will include a transition plan in Y9-14, updated on a regular basis • Specialist assessments are ongoing e.g., Educational Psychologist, Child and Adolescent Mental Health Service, Forensic Psychology etc.	• Time-limited targeted intervention programmes with familiar staff who have knowledge, skills and experience to address pupil specific needs, which may include withdrawal • Individualised support to implement recommendations from relevant professional • Specialist provision in mainstream may be appropriate for part of the week	• Formal meetings/ conferences using Restorative Practices, to include Parents/Carers • Personalised curriculum - pupil may be disappplied from some aspects of the curriculum • Daily access to staff with experience and training in meeting needs of SEMH pupils • Educational visits planned well in advance and risk assessments in place, key staff have rehearsed possible scenarios • Support through solution-focused approaches, for staff working with the pupil • Where the pupil is working below age-related expectations, personalised literacy and numeracy programmes will be required to address gaps in learning associated with SEMH needs • Consideration of access arrangements for internal and external examinations	• Time to discuss, develop and review individual reward systems and report cards • Internal exclusion/'time-out' facilities • Specialist Staff Training (e.g., Positive Handling programmes/ Team Teach) • Direct involvement from support services e.g., Educational Psychologist in reviewing progress • Therapeutic intervention e.g., family therapy/counselling/ play therapy/ art therapy if appropriate • Non-educational input e.g., Youth Offending Service, and Keyworkers from the Local Area Teams to re-engage in education / training • Multi-agency support to plan and review interventions • Time and appropriate space for joint planning with the pupil, parents/ carers, staff and other agencies to facilitate 'Team Around the Family' approach • Additional 'off-site' provision may be required to supplement and enrich school-based learning e.g., vocational/practical or college/work placements within timetable • Access to time-limited Pupil Referral Unit facilities • Consideration to a 'managed move' • Support for parents/carers through access to targeted evidence-based parenting programmes Applying staff knowledge and skills on how to create and implement an attachment-aware and trauma-informed, relational behaviour policy

without adult support for a significant proportion of the school day.				to support students to self-regulate, through a whole school relationships and behaviour policy Applying staff knowledge and skills on how to manage and resolve conflict situations between peers, using Restorative Approaches, as learned on the Restorative Approaches Applying staff skills and knowledge to know how to support emotional literacy development and emotion regulation in pupils who experience difficulties around anxiety, low mood, self-harm and loss, separation and bereavement, as learned on the following courses: Emotion Coaching, Zippy's Friends, Apple's Friends, Passport, Activating Resilience and Coping, Solihull Approach, Mindfulness, Exam Resilience, Proactive Transitions, Keys to Happier Living, Listening to Children, Motivational Interviewing, Well-being Wheels, and specific courses around Anger / Anxiety / Children in Care / Domestic Abuse / Developmental Trauma / Loss, Separation and Bereavement / Self-Harm Applying staff knowledge and skills on how to support a young person to develop social communication skills and friendships through co-operative play, as learned on the Lego-Based Therapy course
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Range 5a Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
The pupil experiences significant complex, frequent and persistent SEMH needs with an accumulation of layered needs, which could include mental health, relationships, learning, communication and sensory. This includes: • Lack of resilience when faced with challenge or criticism • Can be verbally or physically aggressive. • Levels of aggression pose serious risk to self and others. • High levels of anxiety affecting daily functioning, thoughts of self-harm. • Constant hyper-vigilance, severe mood swings and panic attacks. • Behaviour causes significant barriers to learning e.g. destroying own / others' work, deteriorating/anti-social relationships with peers and adults, lack of empathy, remorse, use of violence. • Poor attendance, requiring some level of additional external intervention in school. • Some behaviours beyond parent/carer control. • May hurt others, self or animals. • Is reliant on adult to remain on task	• Specialist assessments ongoing e.g., Educational Psychologist, Child and Adolescent Mental Health Service, Forensic Psychology etc. • Long term involvement of educational and non-educational professionals as part of Education Health and Care Needs assessment and review process • Multi-agency assessments indicate that needs are highly complex and require a very high level of support – formal diagnosis pathway to be considered/identified. • Risk assessment to consider risks to self and others • Completion of 'pupil passport' for Behaviour & Attendance Partnership if 'managed move' or Pupil Referral Unit/ Education Other Than At School place needed • Personalised transition planning is prioritised (e.g., Y6/Y7, Y9, Y11/Post 16). This will include a transition plan in Y9-14, updated on a regular basis. • Possible involvement of Pupil Referral Unit	• Identified highly skilled individual support across the curriculum • Daily teaching of social skills to address behavioural targets and outcomes within support plans or EHCP if applicable • Use of key-working approaches to ensure the pupil has a trusted adult to offer support/withdrawal during vulnerable times • Personalised reward systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum • Individualised support to implement recommendations from relevant professionals • Time-limited intervention programmes with familiar staff who have knowledge, skills and experience to address the pupil's specific needs, to include withdrawal for personalised support	• Daily small group teaching of social skills and personalised PHSE programme e.g., risky behaviour, Sex and Relationships Education, life skills • Teaching style/tasks are highly differentiated to suit the pupil's learning style • Personalised pathway is a priority to re-engage with education • Alternative curriculum opportunities at KS4 e.g., ALPs/vocational/college/ work placements • Where pupil is working below age-related expectations, personalised literacy and numeracy programmes will be required to address gaps in learning associated with SEMH needs • Consideration to access arrangements for internal and external examinations • More formal meetings/ conferences using Restorative Practices, to include parents/carers • Support through solution-focused approaches and regular supervision for staff working with the pupil	• Pupil requires specialist environment • The pupil's SEMH needs present a considerable challenge to highly skilled staff • Access to 1:1 support from experienced staff for mentoring/ coaching, motivational interviewing, conflict resolution, self-harm etc. • Additional individual support in line with risk assessments • Class sizes to be small enough to allow teaching and support to be differentiated and personalised • Personalised timetable providing access to Teaching Assistant support as specified in support plans or EHCP if applicable • Formal behaviour monitoring and management systems to log and analyse incidents daily in order to review and modify strategies • Time to discuss, develop and review individual reward systems and sanctions • Specialist Staff Training including Positive Handling programmes / Team Teach – development of risk management plans. • Direct involvement from support services e.g., Educational Psychologist • Therapeutic intervention e.g., counselling/family therapy/ play therapy/art therapy if available • Non-educational input e.g., Keyworkers from the Local Area Teams to re-engage in education or training, helping the pupil to plan for the future • Involvement from voluntary sector to address needs re substance misuse, self-harm, sexual exploitation Applying staff knowledge and skills on how to create and implement an attachment-aware and trauma-informed, relational behaviour policy to support students to self-regulate, through a whole school

Range 5b Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
The pupil experiences severe and increasing behavioural difficulties often compounded by additional needs and requiring provision outside the mainstream environment. The pupil's behaviour is worrying, unpredictable and/ or severely disrupting the learning of self and others. • Extreme risk-taking behaviours e.g. arson, self-harm, sexualised behaviour, criminal activity, use of weapons, substance misuse • Verbally and physically aggressive • Increased risk of exclusion from Alternative Provision settings or intervention settings. • Levels of aggression pose extreme risk to self and others. • Provocative in appearance and behaviour • Sexualised language and behaviours • Majority of displayed behaviours beyond parent/carer control. • Totally reliant on adult support to stay on task • Slow to develop age-appropriate self-care skills due to level of maturity or degree of learning difficulties • No sense of belonging to positive familiar relationships/positive role models. • Disengagement and isolation from school. • Often missing from home or school. Physical and medical needs which require regular review	• Multi-agency assessments indicate that needs can only be met in specialist placement	• The pupil is accessing specialist provision where appropriate • Small class groups with high teacher: pupil ratio and high levels of support to access curriculum	• Specialist teaching focusing on both learning and social-emotional curriculum / outcomes throughout the school day • Targets and outcomes informed by Annual Review/EHCP	• Resources required from specialist provision, which may include time-limited personalised tuition • Specialist support, alongside a multi-agency approach is essential • Access to Pupil Referral Unit facilities Applying staff knowledge and skills on how to create and implement an attachment-aware and trauma-informed, relational behaviour policy to support students to self-regulate, through a whole school relationships and behaviour policy (support to develop this is available through TaMHS). Applying staff knowledge and skills on how to manage and resolve conflict situations between peers, using Restorative Approaches, as learned on the Restorative Approaches course (course is available through TaMHS). Applying staff skills and knowledge to know how to support emotional literacy development and emotion regulation in pupils who experience difficulties around anxiety, low mood, self-harm and loss, separation and bereavement, as learned on the following courses: Emotion Coaching, Zippy's Friends, Apple's Friends, Passport, Activating Resilience and Coping, Solihull Approach, Mindfulness, Exam Resilience, Proactive Transitions, Keys to Happier Living, Listening to Children, Motivational Interviewing, Well-being Wheels, and specific courses around Anger / Anxiety / Children in Care / Domestic Abuse / Developmental Trauma / Loss, Separation and Bereavement / Self-Harm (course available from/via TaMHS) Applying staff knowledge and skills on how to support a young person to develop social communication skills and friendships through co-operative play, as learned on the Lego-Based Therapy course (course available from TaMHS)

Range 6a Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
The pupil experiences continuing profound and increasing behavioural difficulties, often compounded by additional needs and requiring continued provision outside the mainstream environment, including: - Significant challenging behaviour requiring a range of therapeutic interventions or referral to specialist support services (Child and Adolescent Mental Health Service, Youth Offending Service) - Unable to manage self in group without dedicated support - Subject to neglect, basic needs unmet or preoccupied with hunger, illness, lack of sleep, acute anxiety, fear, isolation, bullying, harassment, controlling behaviours - Involved in substance misuse either as a user or exploited into distribution/selling - Poor attendance, requiring high levels of additional external intervention to in school. - All displayed behaviours beyond parent/carer control. - Refusal to engage, extreme abuse towards staff and peers, disengaged, willfully disruptive - Significant damage to property - Requires targeted teaching in order to access learning in dedicated space away from others - Health and safety risk to self and others due to increased levels of agitation - Sexualised language and behaviour; identified at risk of Child Sexual Exploitation - Constantly missing from home or school. - Medical conditions, such as asthma or epilepsy, that may require particular support from specialist services - Complex needs identified - Detachment from reality (delusions) paranoia and hallucinations.	- Specialist assessments e.g., by Educational Psychologist, Child Adolescent Mental Health Service, Forensic Psychology, Youth Offending Service, etc. - Long term involvement of educational and non-educational professionals as part of statutory assessment, EHCP and Annual Review processes - Ensure that the Outcomes in the EHCP are addressed when planning the individuals' curriculum and support - Regular risk assessments to consider risks to self and others - Target pupil social skills, empathy and managing behaviour whilst staying safe in school and community - All professionals agree that the pupil needs can only be met with additional resources in specialist placement - Personalised transition planning is prioritised (e.g., Y6/Y7, Y9, Y11/post-16). This will include a transition plan in Y9-14, updated on a regular basis	- The pupil is on roll of specialist provision - School placement may be fragile - Identified highly skilled individual support required throughout the school day - Despite small class groups, with high teacher: pupil ratios and high levels of support to access curriculum, withdrawal of the pupil on a regular basis still needed to ensure safety of the pupil and others - Use of key-working approaches to ensure the pupil has a trusted adult to offer support/withdrawal during vulnerable times - Personalised reward systems known to all staff in school who have contact with the pupil, implemented consistently across the curriculum - Personally, tailored time-limited intervention programmes with staff who have knowledge, skills and experience to address the pupil's specific needs	- All of the previous - Requires additional /Enhanced levels of highly skilled staff to re-engage and motivate the pupil	- The pupil is struggling to cope in specialist provision, despite specialist support and high staffing ratios - The pupil requires a higher ratio of staff support within specialist provision due to high level of risk and vulnerability presented by the pupil - Staff may need additional solution-focused supervision to increase resilience - Additional resources are required to avoid the need to seek an out of area/residential placement - The pupil may be returning from an out of area specialist placement - Small class groups with high teacher: pupil ratio and high levels of support to access curriculum Applying staff knowledge and skills on how to create and implement an attachment-aware and trauma-informed, relational behaviour policy to support students to self-regulate, through a whole school relationships and behaviour policy Applying staff knowledge and skills on how to manage and resolve conflict situations between peers, using Restorative Approaches, as learned on the Restorative Approaches course Applying staff skills and knowledge to know how to support emotional literacy development and emotion regulation in pupils who experience difficulties around anxiety, low mood, self-harm and loss, separation and bereavement, as learned on the following courses: Emotion Coaching, Zippy's Friends, Apple's Friends, Passport, Activating Resilience and Coping, Solihull Approach, Mindfulness, Exam Resilience, Proactive Transitions, Keys to Happier Living, Listening to Children, Motivational Interviewing, Well-being Wheels, and specific courses around Anger / Anxiety / Children in Care / Domestic Abuse / Developmental Trauma / Loss, Separation and Bereavement / Self-Harm Applying staff knowledge and skills on how to support a young person to develop social communication skills and friendships through co-operative play, as learned on the Lego- Based Therapy course

Range 6b Presenting Behaviours	Assessment and Planning	Learning Strategies	Curriculum/ Intervention	Resources and Staffing
The pupil experiences complex, frequent and persistent SEMH needs. - The pupil's behaviour is unpredictable and dangerous, with intense episodes of emotional and/ or challenging behaviour, high levels of anxiety making daily life extremely difficult and severely disrupting the learning of self and others - SEMH needs may be compounded by co-existing difficulties - The pupil is extremely vulnerable and there are safeguarding issues to consider due to acute levels of mental health concerns and increased risk- taking behaviours or 'sabotage' of situations/placements - Self-harm and/or suicide ideation - Evidence of depression, OCD, eating disorders such as anorexia. - Insomnia. A multi-agency approach, including educational and non-educational professionals, is essential	EHCP is complete and pupil has been assessed as needing enhanced specialist provision Assessment will be an ongoing process to determine progress in learning, and also: - Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community - Involvement from a range of specialist professionals in place, such as Child Adolescent Mental Health Service, Educational Psychologist, Youth Offending Service - Multi-agency work continues, and continual assessment to feed into the cycle of annual reviews Planning - EHCP and appropriate short-term targets - Risk assessment will describe procedures to keep the pupil, other staff and pupils, and property safe There will be an assessment of the risk of absconding and procedures described to manage such an eventuality - Planning meetings will include parents/carers, and are multi agency	- Pupil is on roll at special school - Pupil offered one to one support from an adult for some of the school day - There will be a greater ratio of adults to pupil and staff will have specialisms in managing pupils who present with challenging behaviours	- Multi-Agency Interventions - Provision is within a specialist environment with appropriate staff/student ratios - Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH	- Personalised to the specific needs of the pupil - Advice available from relevant specialist services Additional teams will include any of the following multi-agency Interventions: - Education Social Worker Drug and Alcohol Team Police - Health - Youth Offending Service - Child Adolescent Mental Health Service Educational Psychologist - Social Care - Community Support Worker Family Intervention Families First - School Nurse Career's advice Youth Service - Voluntary Sector Organisations Specialist Agency interventions: - Drug and Alcohol Team Police - Health - Youth Offending Service (including MAPPA) - Child Adolescent Mental Health Service Probation Service - Social Care - Community Support Worker Early Help - Prevent Services

Range 7 Presenting Behaviours	Assessment and Planning	Teaching and Learning Strategies	Curriculum/ Intervention	Resources and Staffing
Pupils experience all of the above but within a non-maintained educational or residential placement (Out of Area). This may include provision for identified Health and Social Care needs, including therapeutic input from specialists. Cases will be known to the Local Authority and subject to joint commissioning arrangements via Joint Panel. Continued long term and complex behavioural, emotional, and social difficulties, necessitating a continued multi-agency response coordinated as annual, interim or emergency SEND review and met in specialist provision. Difficulties likely to include: • Extreme Self-harming behaviour • Attempted suicide • Persistent substance abuse • Extreme sexualised language and behaviour, sexually exploited • Extreme violent/aggressive behaviour • Serious mental health issues • Long term non-attendance and disaffection • Regular appearance in court for anti-social behaviour/criminal activity • Puts self and others in danger • Frequently missing for long periods • Extreme vulnerability due to Moderate Learning Difficulty/Specific Learning Difficulty • Psychosis • Schizophrenia	EHCP is complete and pupils have been assessed as needing enhanced, or more secure specialist provision. Assessment will be an ongoing process to determine progress in learning, and also: • Development of social skills, empathy, managing own behaviour and emotions, staying safe in school and in the community • There will be involvement from a range of specialist professionals in place, such as Child Adolescent Mental Health Service, Educational Psychologist, and Youth Offending Service • Multi-agency work continues, and continual assessment to feed into the cycle of annual reviews Planning • EHCP and appropriate short-term targets • Risk assessment will describe procedures to keep safe the pupil, other staff and pupils, and property. There will be an assessment of the risk of absconding and procedures described to manage such an eventuality • Planning meetings will include parents/carers, and are multi-agency	• Pupil is on roll at special school • This could be out of area and/or residential special school • Pupil offered one to one support from an adult for some of the school day • There will be a greater ratio of adults to pupil and staff will have specialisms in managing pupils who present with challenging behaviour	• Provision is within a specialist environment with appropriate staff/ pupil ratios • Continued daily access to staff with experience and training in meeting the needs of pupils with SEMH	• Personalised to the specific needs of the pupil • Advice available from relevant specialist services Additional teams will include any of the following multi-Agency Interventions: • Education Social Worker Drug and Alcohol Team Police • Health • Youth Offending Service • Child Adolescent Mental Health Service Educational Psychologist • Social Care • Community Support Worker Family Intervention Families First • School Nurse • Career's advice • Youth Service • Voluntary Sector Organisations Specialist Agency Interventions: • Drug and Alcohol Team Police • Health • Youth Offending Service (including MAPPA) • Child Adolescent Mental Health Service Probation Service • Social Care • Community Support Worker Early Help • Prevent Services

Social, Emotional and Mental Health: PfA Outcomes and Provisions

	PfA Outcomes			
	Employability/Education	Independence	Community Participation	Health
Reception to Y2 (5-7 years)	Child will interact with peers and begin to form friendships to support emotional wellbeing.	Child will show awareness of independent living skills (cooking, cleaning, DIY) and will extend and develop these through real world play Child will be able to access the dining hall alongside peers, following social routines in relation to seating and turn taking, and will be able to make appropriate choices in relation to meals	Child will interact with peers and begin to form friendships with peers to support emotional wellbeing. Child will maintain positive emotional wellbeing through participation in team games, after-school clubs and weekend activities. Child will begin to identify bullying in relationships and will be able to seek adult support.	Child will attend necessary dental, medical and optical checks following parental direction and supervision. Child will cooperate with self-care and personal hygiene routines with prompting and adult support as required. Child will have the support and strategies required to promote resilience and emotional wellbeing.
Y3 to Y6 (8-11 years)	Child will interact with peers, making and maintaining friendships with others to support emotional wellbeing. Child will be aware of structures in place to support social and emotional wellbeing and will access these as required. Child will show awareness of different feelings and emotions and with support will identify and apply appropriate strategies to manage these.	Child will be able to maintain friendships with peers and access community-based clubs/after school clubs to promote independence and emotional wellbeing. Child will have the social skills necessary to facilitate participation in sleepovers and residential trips. Child will be able to manage their feelings and emotions, accessing support to apply strategies as appropriate.	Child will maintain friendships with peers to support emotional wellbeing and avoid isolation. Child will begin to identify bullying within relationships and will be able to identify support and strategies to manage this. Child will be able to manage social and emotional responses to change. Child will be aware of strategies and precautions to remain safe online.	Child will understand physical changes associated with the onset of puberty and will manage these appropriately, with support as required, maintaining social and emotional wellbeing. With support, child will access strategies to manage any emotional or mental health needs associated with their physical or mental health conditions/diagnoses.

Y7 to Y11 (11-16 years)	Child will have acquired the necessary social skills in order to interact with employers, clients and peers within the workplace within the context of work experience, voluntary work or part-time employment. Child will be able to form friendships in the context of education or employment to facilitate emotional wellbeing. Child should be aware of structures in place to support social and emotional wellbeing and will access these as required. Child will show awareness of different feelings and emotions and, with support, will identify and apply appropriate strategies to manage these.	Child will have an awareness of boundaries and social conventions with respect to different relationships and social situations, including online. Child will begin to show awareness of potential abusive and exploitative behaviour in others and with support and guidance will be able to make safe choices. Young person will begin to make choices to include money, food, exercise, opportunities to socialise, form relationships with others, to support the development of confidence and emotional wellbeing.	Child will maintain friendships with peers to support emotional wellbeing and avoid isolation. Child will maintain positive emotional wellbeing through participation in community-based activities and socialisation with peers within the community in accordance with their own personal choices. Child will have an awareness of boundaries and social conventions within a range of relationships and social contexts, including online. Child will show increased awareness of the bigger picture and will build resilience to support emotional wellbeing.	Child will have an understanding of sex education and the social and emotional implications of intimate relationships. The child will have strategies and resources to support them to maintain positive mental health and emotional wellbeing. The child will understand the social and emotional implications of spending too much time on electronic devices and will recognise the importance of sleep and 'down time' in supporting social and emotional health and wellbeing. Child will access strategies and support, as required, to manage any emotional or mental health needs associated with their physical or medical health conditions/diagnoses.
Provision	Please refer to detail provided within the Teaching and Learning Strategies and Curriculum/Interventions sections of the School Age Ranges Guidance: S Emotional and Mental Health Needs.			