

Social, Emotional, Mental Health Strategy (SEMH)			
Current Status:	Operational	Last Review:	September 2020
Responsibility for Review:	Vice Principal - Students	Next Review:	September 2021
Internal Approval:	SAT SET	Originated:	September 2016

1. Introduction

1.1. Research and legislation¹ over the last two years has enabled us to see that it is widely recognised that a young person's emotional health and wellbeing influences their ability to learn and succeed as well as their physical and social health and their mental wellbeing in adulthood. Recognising that most staff in education are not mental health professionals, we do know that schools and colleges can play an important part in promoting wellbeing as well as helping to prevent and identify mental health issues.

1.2. We know that:

- There are rising concerns of a "mental health crisis" among pupils in state and independent schools, with unions, and experts blaming everything from over-testing to over-exposure to the internet (TES, 2016).

1.3. This strategy sets out key actions for all stakeholders (leadership, staff and students) in order to embed a whole college approach that will promote the social, emotional and mental health of young people. It will also help to build character traits (in keeping with fundamental British values) and resilience in our students in preparation for adult life. This strategy is informed by evidence about what works and in applying this strategy consistently and comprehensively we will help to protect and promote student emotional health and wellbeing. We want our students to be resilient, know how to persevere, how to bounce back if faced with failure and how to collaborate with others at work and in their private life.²

¹ Children's and Young People's Mental Health Coalition (2014); Promoting children and young people's emotional health and wellbeing, Public Health England (2015); Mental health and behaviour in schools (2016); Educational Excellence Everywhere (2016)

² Educational Excellence Everywhere (2016)

2. Rationale

2.1. Recent statistics³ show that:

- 1 in 10 children and young people aged 5-16 years old suffers from a diagnosable mental health disorder.
- 80,000 children and young people suffer from depression.
- 8,000 children under the age of 10 suffer from severe depression.
- The number of young people aged 15 – 16 with depression nearly doubled between the 1980s and 2000s.

2.2. The Department for Education recognises that “in order to help their pupils success, schools have a role to play in supporting them to be resilient and mentally healthy” (DfE, 2016). We know that there is a range of evidence to support this and Ofsted include a judgement on ‘personal development’ which is aimed at looking at how schools and colleges develop the whole student.

2.3. A whole college approach to developing and promoting good SEMH can provide protective factors for child and adolescent mental health and this is something that has been encouraged since 2015⁴.

2.4. Whilst we know that we have a large part to play in the development of our students, we also need to recognise that we are one element of a wider multi-agency approach and this strategy looks to support this way of working.

³ TES, article on SEMH (April 2016)

⁴ Report of the Children and Young People’s Mental Health and Wellbeing Taskforce (2015)

3. Aims

- 3.1. The following diagram is a widely used model⁵ and represents eight principles to promote SEMH at the College.. Each of these principles is then extended upon in the sections that follow:



3.2. Leadership and Management

Aim:

- **To ensure a knowledge-rich curriculum is complemented by the development of character traits and fundamental British values that will help our students succeed.⁶**
- **To review this strategy annually to ensure the aims are responsive, remain relevant to and they are led by identified student need**

- 3.2.1. As a senior leadership team (SLT) we are committed to ensuring that all our

⁵ Promoting children and young people's emotional health and wellbeing – A whole school and college approach (2015)

⁶ Educational Excellence Everywhere (2016)

students:

- Feel valued
- Have a sense of belonging
- Can talk about their problems
- Are able to further develop a wide range of skills and character traits (in the short time they are with us) to overcome barriers to learning
- Can achieve and succeed

3.2.2. We also recognise that support from the SLT is essential in ensuring that this SEMH strategy becomes embedded and developed across the College. We have a dedicated a governor so that we can champion this 'organisation – wide' practice and monitor the development of the strategy across each year.

3.2.3. We will ensure that our relevant policies, procedures and improvement plans, make reference to our commitment to improving SEMH of our students to ensure that actions then become integrated, sustained and monitored. We will use a working group (made up of staff, students, parents and other external professionals) to review this strategy annually.

3.2.4. On recommendation, we will identify an SEMH champion from within Student Services who will promote emotional health and wellbeing across the College through Tutorials, staff and student events and training sessions for staff in order to further embed our approach.

3.3. Ethos and Environment

Aim:

- **To continue to develop our staff and student wellbeing programmes at the College.**

3.3.1. In 2013, a large scale research project was conducted looking specifically at the school environment and its impact on student health. The findings showed that the physical, social and emotional environment in which staff and students spend a high proportion of every week does affect their physical, emotional and mental health and wellbeing as well as impacting on attainment.

3.3.2. We know that we have a very positive working environment for staff and students. This is reflected consistently in both the feedback in both student and staff surveys and in our student results. Students also comment on the excellent relationships they have with staff and how 'support is everywhere' at the College. This is critical when we are reflecting on how we continue to engender a sense of belonging to and liking of the College by our students.

3.4. Curriculum Teaching and Learning

Aim:

- **To continue to develop our extended learning offer for students both in and out of the classroom.**
- **To continue to develop collaborative working opportunities that improve self-awareness and improve resilience**

3.4.1. Students who apply to study at the College are carefully supported to make the right choices from the application stage. This level of personalised support given by staff continues through enrolment and into curriculum areas throughout their studies at the College. Our students' levels of engagement are high (as reflected in attendance figures and results) and this is also due to their programme being relevant to them and their future choices.

3.4.2. There are a range of social and emotional learning opportunities in the curriculum offer at the College and this is further enhanced by our Enrichment offer which is reviewed annually. This is also complimented by the Tutorial programme (for Year 12 and Year 13) which develops social and emotional skills through a range of activities which are relevant to their age and stage. These opportunities to develop social and emotional learning have the potential to help with the skills needed for good academic progress and for health and wellbeing.⁷

3.4.3. Underpinning this is clear emphasis on 'taking responsibility for your own learning' which is supported by the approach of all staff. We have a clear policy in relation to Student Discipline and this also enables students to take responsibility for their own actions and learn from it.

3.4.4. Student Voice

Aim:

- **To continue to develop our Student Rep role.**
- **Review our Student Voice Strategy annually with students.**

3.4.5. We recognise that Student Voice is an important part of developing and improving anything we do here at the College We also know that involving students in decisions that impact on them can benefit their emotional health and wellbeing by helping them to feel part of the College and the wider community. As a result we are continually looking at ways that ensure that Student Voice is reflected across all areas of the college.

⁷ Social and emotional skills in childhood and their long term effects on adult life (2015)

- 3.4.6. We have focus groups, ambassadors, learning advocates, student reps and three student surveys a year and these provide us with much needed information to continually improve on what we do at the College.

3.5. Staff development

Aim:

- **To create a 'menu' of SEMH training and development opportunities across the academic year. The themes will be determined by current student issues e.g. panic attacks and self-harm.**

- 3.5.1. We recognise that it is important for our staff to access training to increase their knowledge of emotional wellbeing and to equip them to be able to identify mental health difficulties in the students they work with. This includes knowing who to refer a student to at the College e.g. Personal Progress Tutor (PPT) and also knowing about other external services that they can signpost students to (please see Resources section of this strategy).

- 3.5.2. In addition, we recognise the importance of staff taking care of their own well-being and that SAT, as the employer, encourage and support staff to look after their physical and mental health. To this end, we offer various activities and opportunities for staff to engage in to assist their well-being. The College also invests in an Employee Assistance Programme and works closely with Occupational Health to support our staff. (*Please see the Staff Absence Policy for more information*).

3.6. Identification and Intervention

Aim:

To develop our analysis of discrete groups, subsequent interventions and the impact this then has on achievement.

- 3.6.1. We closely and rigorously monitor the achievement of all students at the College and we do this through our Progress Review cycle every term. This data enables us to see if there are any particular groups (e.g. male students that are in care – CiC or other vulnerable groups) that are not making the progress they should be. We can identify need at this level and then look to make the appropriate intervention at either a curriculum support or personal support level (or sometimes both).

- 3.6.2. We also have an internal 'Student Referral Process' which can be used by the PPTs in liaison with teaching staff. This system enables staff to flag up any students they are concerned about. This information is then shared with a panel of staff who will collectively make a decision on the best strategy for that individual. This can sometimes be an internal solution or looks to use a

range of external agencies (see resources section).

3.7. Working with parents

Aim:

To establish a small working party with parents to explore what else we (staff, students and families) could do more of in order to promote SEMH to enable improved resilience

- 3.7.1. We recognise that the transition from school to College can be difficult for some young people. As a result we look to build a relationship with prospective students and their parents from when they apply to us right through to when they study with us at One. We encourage parental contact and more sensitive issues are usually relayed through the PPT.

5. Resources

Alcohol

<https://www.drinkaware.co.uk/check-the-facts/health-effects-of-alcohol/mental-health/alcohol-dependence>

Anxiety

<http://www.mind.org.uk/information-support/types-of-mental-health-problems/anxiety-and-panic-attacks/>

Bereavement

<http://www.suffolkcruse.co.uk/>

Building Well-Being Together

<http://www.thinkavellana.com>

Confidence and self esteem

<http://www.thesource.me.uk/health/confidence-and-self-esteem/>

Coping with eating disorders

<https://www.b-eat.co.uk/>

Catch 22 - Family support and intervention

<http://www.catch-22.org.uk/expertise/young-people-and-families/>

Drugs

<http://www.talktofrank.com/>

Effects of Depression and Bullying on Young People - Inspire Suffolk

https://www.youtube.com/watch?v=xt0_mTFAAns

Feeling frustrated

<http://www.mind.org.uk/information-support/types-of-mental-health-problems/anger/>

Health in Suffolk

<https://www.livewellsuffolk.org.uk>

Information and advice for young people in Suffolk

<http://www.thesource.me.uk/>

Mental health and emotional wellbeing

<https://www.time-to-change.org.uk/>

Smoking

https://quitnow.smokefree.nhs.uk/?gclid=CjwKEAiAoIK1BRcRiMqphvnIwSJAObPM7b3pRoLH3r2Y6zeyBSI5xwQGBeTBhk50ft6Jtjq6gxoCUQPw_wcB

Self Injury

<http://www.selfinjurysupport.org.uk/>

<http://www.harmless.org.uk/>

<https://www.selfharm.co.uk/>

Sexual Health http://www.icash.nhs.uk/
Tattoos and Piercings http://www.thesource.me.uk/health/tattoos-and-piercing/
Understanding your sexuality http://www.thesource.me.uk/health/sexuality/
Young Men's health http://www.thesource.me.uk/health/young-men-s-health/

Sources

High Challenge Low Threat, Mary Myatt, 2016

Children & Young People's Emotional Wellbeing 2020, NHS & Suffolk County Council, 2016

Mental health and behaviour in schools, Department for Education, 2016

Educational Excellence Everywhere, 2016

Promoting children and young people's emotional health and wellbeing, Public Health England, 2015

Future in Mind: Promoting, protecting and improving our children and young people's mental health and wellbeing, Department for Health, 2012

Revision History – Social Emotional Mental Health Policy (SEMH)

Revision date	Reason for revision	Section	Changes made
Sept 2020	SAT review	rubric	Title change of person responsible for review
			Change of review date
		All	Reference to One changed to SAT or The college
		Section 2.2	Change to wording