



# **Social, Emotional and Mental Health (SEMH) Support Policy**

**Governor review date: June 2024**

**Next review date: June 2025**

**Staff resp. for review: DDA**



## Norbury High School for Girls Social, Emotional and Mental Health (SEMH) Policy

Ethos Statement
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<b>Our school is a community in which all students and staff are valued as individuals and can learn, develop, and succeed.</b>
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The curriculum at Norbury High School for Girls has been designed to be appropriate to students of all abilities and aptitudes. In addition to the basic curriculum, we provide.

- Extracurricular opportunities to broaden and deepen the curriculum **for all students.**

For any student, as the need arises and subject to availability and priority of needs, we provide:

- Mentoring
- Counselling
- Behaviour support
- Arts Therapy
- SALT

Type of mentoring (2024/2025)	Number of staff	Average weekly input in hours	Target number of students per year
Learning mentor	1	FT 20hrs	120
Counsellor	1	FT 20hrs	120
Behaviour HLTA	1	FT 20hrs	120
Arts Therapist	1	PT 8hrs	48
Speech and Language Therapist	1	FT 20hrs	120

### What is SEMH support at Norbury High School for Girls?

SEMH support at Norbury High is a process. It often begins with mentoring which through forming a professional relationship provides support and guidance to an identified student to raise attainment and to develop personal skills and can be powerful in developing confidence and self-esteem. Mentoring should not always be a long-term process. Ideally

after receiving support for six to eight weeks the student may not need or want mentoring support. Sometimes pupils are referred straight to a higher level of support. **If longer term support for complex needs is required, students will be escalated to one of the other services in the SEMH Team we have in school. Each staff member will contact home before any work begins.**

### How do we identify who should receive therapy?

The following criteria have been identified but are not intended to be extensive. Some of them overlap.

A student who has asked to be mentored. Parental request.
Year 11 students who have been identified as being in danger of dropping out of school before they take their GCSEs.
Year 7 transition – to make the transition from primary to secondary successful. To redress poor learning or attendance patterns developed at primary school.
Poor attendees across the whole school. School refusers.
New students arriving at school any time after their cohort starts.
Isolated students, bullied students, bullies and those displaying avoidance strategies, i.e. emotional and behavioural support.
Students who have been excluded internally or externally.
Students with poor, antisocial behaviour. Those demanding excessive attention.
Students in care, young carers or in need of other outside agencies' input.
Year 11 students whose mock results are below their predicted grades.
Students who need confidence building.
Students with low self-esteem/confidence.
Students who are underachieving as identified by end of year report.
Bereaved students – parent or sibling. To include terminal illness.
Those who have disclosed serious safeguarding concerns.
A student who has self harmed

### Management of referral process

The Director of Inclusion leads the team on a fortnightly basis.

Heads of years (HOYs) identify students of concern and should make referrals to the SEMH team through the Google referral form; however, any member of staff can make a referral in discussion with pastoral teams.

Then students on the referral list will be discussed by the SEMH team in the fortnightly triage meetings. Feedback about who has been allocated which service is fed back to HOYs in fortnightly pastoral meetings.

Mentors will refer students with learning difficulties, speech and language and behavioural and emotional concerns through the SENDCO to request the involvement of the educational psychologist.

Mentors will refer students to specialist services or outreach when appropriate and in discussion with HOY or SENDCO.

## **Students are identified for SEMH support:**

Members of staff who are concerned about a student and feel that they would benefit from mentoring should discuss with the appropriate head of year.

Parents may refer their child to mentoring through the HOY and students may self-refer directly to their HOY or to the SEMH team.

HOY should inform the pastoral team when external staff are visiting identified individual students that week so there is awareness of appointments. Hoy will be responsible for liaising with all appropriate staff including pastoral team and ensure that students attend agreed sessions.

## **Exit from SEMH support**

Some forms of SEMH support may not be long-term forms of support. For example, a student can be mentored and then move on. The initial referral form will indicate the level of support or changes which need to be made to enable assessment of the success of the support. Students who have previously been supported by the SEMH team can be re-referred at any time. A summary of engagement will be entered on google drive at the end of each term. This can be accessed by the relevant head of year and pastoral leader. This summary will indicate the progress that has been made during the process as well as any personal development achievements and targets met.

Counselling and arts therapy may be much longer term forms of support and sometimes will only be ceased on discussion with the student and the staff.

## **Links to SEND**

If a member of the SEMH team identifies that a student has learning difficulties they should be referred to the SENDCO for educational psychologist assessment and subsequent referral for other support, in liaison with the HOY.

Some students who are receiving learning support will have access to SEMH support, but the student's needs and school's provision will be assessed first and any additional support agreed by the pastoral team and the SENDCO.

## **Access to information**

The SEMH team will need access to information about the students they are supporting. Arbor is used to access general information by staff and to store SEMH information (outcomes) for access by HOY. With external agencies this information will be limited.

It is essential that students understand that what they discuss with SEMH staff is confidential unless one or more of the following applies:

- They are in danger or are endangering others.
- There is any question around child protection.
- They agree to it being shared with key people.

## **Where and when will SEMH support take place?**

Every student who is referred to one of the above will be given an appointment electronically and relevant staff will allow them to attend the appointment (unless there is an assessment in class). All appointments should be booked on Arbor. Teaching staff can then check this if a student is due to have a session during lesson time. Teaching staff could inform the SEMH staff if it is not possible for the student to attend at the stated time.

When SEMH staff are providing mentoring for a student **individually or in a small group** this will have to take place within the school hours. This should be by prior arrangement with the class teachers except in exceptional circumstances. The same subject must not be missed on subsequent sessions. In cases of emergency support, the class teacher must be informed by noting this on Arbor. This might happen following an outburst in class or an incident and the form tutor and HOY will need to be informed subsequently. All sessions will be recorded on Arbor and a register taken so that attendance can be monitored.

Learning mentor support can take the form of occasional **in class support** for a mentored student if this is deemed a suitable method of support and by agreement with the class teacher. When in class any additional member of staff will treat the mentee as the main priority but will also provide general support and help any student who asks for support if this is not to the detriment of the student being supported. General class support can be a positive way of helping an individual without making it obvious that an individual student is being supported. It is also a very good way of observing the student in a class situation and seeing how they relate to teachers and peers within a normal working environment. This can be very valuable for the SEMH staff.

Offices used for SEMH support will be comfortable and welcoming. They will have work by students on the walls such as poetry and artwork. Space in school is at a premium and it is necessary for imaginative and cooperative joint use of the space available.

If we have other professional visitors or mentors such as child and adolescent mental health specialist (CAMHs), school nurse, family mediator or bereavement counsellor they will be provided with a space for their sessions.

Learning mentors may also provide a few extracurricular sessions for mentored students such as 'drop in' lunchtime sessions for all key stages and suitable trips and group work to promote self-esteem and confidence.

Learning mentors can recommend mentees for rewards for achieving major goals such as:

- Certificates awarded by HOY in year assemblies.
- Sent to the headteacher for congratulations.
- Reward, group outing

## **How are SEMH staff selected and trained?**

SEMH staff are recruited because of their existing experience, skills, and qualities. Staff are required to have continual on-going professional development or appropriate training as discussed with the Director of Inclusion.

## **How is SEMH support monitored and evaluated?**

All SEMH staff are provided with the following at the outset of a support relationship.

- A referral outlining the reason for support.
- Baseline data including attendance and academic data and any other significant information, e.g. number of achievement or behaviour points, lates or recent reports; student's personal file

At the end of the monitoring time the SEMH team will provide evidence of impact. This could be

- Statistical evidence of academic, or other (e.g. attendance), improvement
- Anecdotal evidence in the form of a questionnaire filled in by the student stating whether the student feels they have improved, stayed the same or got worse, in the area highlighted as the original concern.
- Written summary by SEMH staff

Where there has been no improvement, reasons for this must be analysed and recorded.

### **How will parents be involved in the SEMH support process?**

SEMH support is explained in the year 7 induction brochure to inform parents of the possibility of their child encountering the SEMH team. Parental consent must be given for students aged 11 or 12 years. This consent can be withdrawn for students under the age of 12 years. Students over 12 years of age can give their own consent for SEMH support to happen. However, if a student is referred to one of the SEMH team, they will contact home before starting any work with their daughter.

Learning mentors may make home visits if necessary. They will phone parents as appropriate and will write home asking for permission for any planned trips. All contact with parents will be discussed with the HOY first.

If a student is absent from school and has a SEMH appointment the parent may inform the office of this when they phone about the absence so that the staff member can be informed. If a student knows that she cannot attend a prearranged meeting she must inform the SEMH staff as soon as possible.

### **How will teaching staff be involved in the mentoring process?**

In a school like Norbury High School for Girls, where staff are conscientious in supporting students within their teaching groups and forms, it can be problematic for students to miss lessons. The benefits from SEMH support must be weighed against the losses by missing class. Staff need to be aware of a student's desire to miss selected lessons and the possible reasons why. If a student wants to avoid a certain lesson it may be useful for the staff to support those lessons for a short while rather than take the student out of lessons. Teaching staff need to be informed about the SEMH support process and to be kept informed.

Updated June 2024.

## Appendices

### Appendix 1

#### Letter to Families

Dear Parent/ Carer,

Your child has been referred to the Therapy Team by their Head of Year for **mentoring/counselling/arts therapy/behaviour mentoring/Speech and Language Therapy**, to help provide support with their personal development.

One to one support can often help with academic progress. This may help to increase a student's self-esteem, self confidence and independence. In addition, this may also help them to feel more able to tackle problems that may arise.

Information about your child may be gathered from teaching staff if deemed useful. The sessions will be confidential between the mentor and student; however, information can be shared with parent/carer and Head of Year when relevant and necessary. Sessions will take place during lesson time for one hour per week and can sometimes be a short term intervention of up to six sessions or longer term if required.

If you would like more information and have any questions or concerns please contact me. Likewise, to opt out please email: [d.davis@nhsg.org.uk](mailto:d.davis@nhsg.org.uk). If we do not receive an email opting out it is assumed your consent has been given. Consent can be withdrawn at any time by emailing.

Yours faithfully,



**Ms Davis**  
Director of Inclusion

# Therapeutic Interventions Referral

\* Indicates required question

Students Name\*

Your answer

Form\*

Your answer

Name of Referrer:\*

Your answer

Date of Referral\*

Date

Attendance

Your answer

Current Levels (English Math, Science)

Your answer

Achievement Points

Your answer

Behaviour Points

Your answer

Type of referral (please tick what you feel is most appropriate)\*

Mentoring



- Counselling
- Creative Arts Therapy
- Bereavement
- SEND (additional needs)
- Behavioural support
- Group
- Other:

Please tick all areas of difficulty/concern\*

- Emotional
- Conduct
- Hyperactivity
- Peers
- Trauma
- Self Harm
- Home
- Gender
- Other

Brief Reason for Referral\*

Your answer

What are the desired outcomes?\*

Your answer

Additional Info

Your answer

