



## Social, Emotional and Mental Health in School

Social, Emotional and Mental Health (SEMH) difficulties are a type of special educational need in which children experience difficulties in managing their emotions and behavioural responses. They often show inappropriate responses and feelings to situations, and can experience difficulties in building and maintaining relationships with peers and adults. Children with SEMH may often feel anxious, scared and misunderstood and their behaviour may be a communication that something is not right.

SEMH difficulties may be short or long term and may vary in the way they present to others. For example, a child who has experienced a loss or bereavement may experience SEMH difficulties in a different way to another child who may have a diagnosed SEMH disability such as ADHD, which is a life-long condition. Children may experience SEMH as short periods of feeling unable to cope, or longer periods of low mood with a greater impact on wellbeing. SEMH does not have to necessarily be a lifelong condition. With appropriate support, many children and young people can learn strategies, move forward and live successful lives.

At Moat Farm Infant School, we value positive mental health for all members of our school community. Our Mental Health Leads are Mrs Walker and Miss Skidmore who work with staff and families to ensure positive mental health for children. All staff in school have had training which has enabled staff members to develop skills, knowledge and expertise in supporting children with SEMH difficulties. Mrs George our family support worker, also undertakes direct work with families and also children to support their SEMH difficulties either on a 1:1 basis or within a small group.

### Types of SEMH difficulties that may affect Primary aged children

- Anxiety
- Emotional regulation
- Attention Deficit Hyperactivity Disorder (ADHD)/ Attention Deficit Disorder (ADD)
  - Oppositional Defiance Disorder (ODD) or conduct disorder
  - Divorce or separation
  - Loss and bereavement
- Attachment difficulties
  - Persistent low mood
    - Self-harm
  - Eating disorders

## Our SEMH Curriculum

School follow the PSHE scheme Jigsaw. Jigsaw is a whole school approach to developing social and emotional skills in all children. It is a curriculum resource which aims to develop social and emotional aspects of learning focusing on emotional literacy, mindfulness, relationships and health education, social skills and spiritual development. These skills underpin positive behaviour, promote effective learning and support the emotional well-being of the staff and children in school.

There are 6 Jigsaw puzzle pieces. Every Jigsaw puzzle starts with an introductory assembly. This encourages children to really live the learning in their behaviour and attitudes. Every lesson includes mindfulness practice, which refers to being able to observe their own thoughts and feelings as they happen in the present moment. Find out more about the 6 Jigsaw puzzles piece below.

### [Puzzle 1 - Being Me in My World](#)

The first of our Jigsaw lesson plans covers a wide range of different topics, including a sense of belonging, welcoming others into your life and being part of a healthy school community. It includes understanding my place in the class, school and global community.

### [Puzzle 2 - Celebrating Difference](#)

The second Jigsaw puzzle lessons focuses on similarities and differences, friendships and conflict, and the concept of normality. It includes anti-bullying (cyber and homophobic bullying included) and diversity work.

### [Puzzle 3 - Dreams and Goals](#)

With these Jigsaw lessons, children will be encouraged to think about their hopes, dreams and goals for future success. We'll go over what each child's personal strengths are and how to best overcome challenges. Children will also learn about managing feelings of pride, ambition and disappointment.

### [Puzzle 4 - Healthy Me](#)

This part is split into two main areas of health which are emotional as well as mental. It mainly focuses on building a respectful relationship with the self and family, promoting self-esteem and confidence.

### [Puzzle 5 - Relationships](#)

This includes understanding friendship, family and other relationships, conflict resolution and communication skills.

### [Puzzle 6 - Changing Me](#)

The last part deals with change of many types. This includes puberty, becoming a teenager and growing from young to old.

Our Jigsaw programme encourages competence and resilience in children.

### External agencies and support

If we are unable to support children's SEMH needs in school, we work closely with families to signpost or refer to external agencies who have the relevant expertise to support children. Mrs George will work with families to signpost them to the appropriate agencies. These referrals are always completed in discussion with parents and with parental consent.

#### CAMHS

If we feel your child may benefit from some specialist support we will consider a referral to CAMHS. They provide emotional wellbeing and mental health advice and support for young people and their families. A referral would be undertaken in consultation with you and only with your consent.

#### Early Help

If you feel that you need some support as a family, we can refer you to Early Help who provide support to children and families to help them do well, stay safe and resolve problems at the earliest possible opportunity, before they become serious.

#### Inclusion Support

School have an Advisory Teacher for SEMH based at Inclusion Support. School will make a referral in consultation with you and only with your consent. This service will support school in putting strategies in place to support children's emotional and mental health. When your child has had a visit from Inclusion Support, the report received will be sent to you for your records and this can be discussed with Miss Skidmore.

### School support

We encourage parents and children to speak to school staff if they have any worries or concerns, we will always listen to you and we will work together to address any needs accordingly. If children need extra support for their SEMH needs in school, we offer the following interventions.

- Daily 'Me time' with a trusted adult where children can talk about their feelings in a safe space
- 'Wishes and Feelings' with our family support worker
- Play therapy
- Time with 'Lottie' our school dog
- Social stories
- Forest School
- Team teach - de-escalation strategies
- Meet and greet
- Emotion Coaching - developing strategies with children to manage feelings
- Bespoke interventions personalised to children's SEMH needs