

**Supporting pupils with social,
emotional and mental health needs.**

A guide for staff.

How to use this guide.

This toolkit is designed to provide a range of **practical** strategies and support mechanisms for staff in **all** roles to use when ensuring the effective support of all pupils, but particularly those with SEMH challenges.

The content of the toolkit aims to increase staff **understanding** of the potential difficulties pupils with SEMH needs face including likely triggers, as well as provide staff with a range of supportive mechanisms that are ultimately rooted in the power of **good teaching** and **strong relationships**.

What this guide **is** for:

- Developing staff understanding of the underlying causes of SEMH needs in pupils.
- Providing staff with research-based practical strategies to effectively support pupils with SEMH needs both in and out of the classroom.
- Enhance professional practice by building a culture of awareness and continuous incremental improvement in practice in relation to social, emotional and mental health challenges pupils face.
- Further develop strong teaching by the enhancement of inclusion practices across the Trust.

What this guide **is not** for:

- Use with parents.
- Use with pupils to explain what ACES are and identify if they have them.
- Diagnosing pupils with ACES, SEMH or any other forms of SEND.
- Use as a replacement for quality first teaching for all.

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Section 1:

General Principles

The purpose of this section of the toolkit:

- Provides all staff with a shared understanding as to what Social, Emotional and Mental Health needs are.
- Provides all staff with a shared understanding as to the potential causes of SEMH needs.
- Provides all staff with a shared understanding as to the adverse experiences individuals can experience that could subsequently lead to SEMH challenges.
- Provides all staff with an overview of the functions of the brain and how this can have a direct correlation to SEMH behaviours in young people.



SEMH Briefing

Audience: All staff
Purpose: Knowledge

What is SEMH?

Social, Emotional and Mental Health (SEMH) is a term that was introduced into the SEND Code of Practice in 2014. SEMH is a type of SEND that refers to challenges with managing emotions, behaviour and mental wellbeing. Students with SEMH needs often show inappropriate responses and feelings to situations.

Why is SEMH such a hot topic?

- 50% of students permanently excluded have a diagnosis of SEMH needs.
- 99% of children with SEMH needs do not make the national average academic progress of their peers.
- Only 30% of adults with SEMH needs gain any sort of qualification at school.
- Students with SEMH needs are at higher risk of mental illness, unemployment, sexual exploitation and criminal activity.

What can SEMH look like?

- Attachment difficulties
- Speech and language difficulties
- Difficulties maintaining relationships
- Limited emotional regulation
- Obsessions over inappropriate topics
- Increased violence/aggression
- Withdrawn/quiet
- Self-harm/suicidal behaviour
- Serious rule violations
- Lack of confidence
- Difficulty concentrating
- Excessive worrying
- School avoidance
- Avoiding friends/social activities

What can you do?

- Calm tone and clear language
- Offer a safe space
- Allow take-up time
- Regular check-ins
- Connect before correcting
- Discuss triggers
- Create anxiety plans
- Identify a key adult
- Focus on breathing techniques
- Explain why behaviours are unacceptable
- Chunking activities/new learning

Audience: All staff
Purpose: Knowledge

Adverse Childhood Experiences (ACEs)

ABUSE



Emotional



Sexual



Exposure to ACEs

Link of:

Adolescent pregnancy

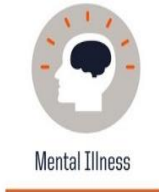
NEGLECT



Emotional



HOUSEHOLD DYSFUNCTION



Mother treated violent



A Sur
to tox
child's
pressu



Substance Abuse



What are ACEs?

- ACEs are potentially traumatic events that occur in childhood (0-17 years).
- ACEs result in toxic stress that can harm a child's brain.
- Toxic stress can prevent a child from learning and can result in long-term health problems.

- ## What are ACEs?
- ACEs are potentially traumatic events that occur in childhood (0-17 years).
 - ACEs result in toxic stress that can harm a child's brain.
 - Toxic stress can prevent a child from learning and can result in long-term health problems.

The diagram shows a woman's head and shoulders. Inside her head, the brain is depicted with several colorful puzzle pieces (blue, orange, yellow, green, red) scattered across it, symbolizing cognitive fragmentation. Six blue arrows point from text boxes to different parts of the head and brain, indicating the effects of stress:

- Top Left:** Reduces the ability to respond, learn, or figure things out, which can result in problems in school.
- Top Right:** Lowers tolerance for stress, which can result in behaviors such as fighting, checking out or defiance.
- Left Side:** Increases difficulty in making friends and maintaining relationships.
- Right Side:** Increases problems with learning and memory, which can be permanent.
- Bottom Left:** Increases stress hormones which affects the body's ability to fight infection.
- Bottom Right:** May cause lasting health problems.

Exposure to ACEs can increase the risk of:

- Adolescent pregnancy
- Alcohol abuse
- Depression
- Heart disease
- Liver disease
- STIs
- Smoking/vaping
- Suicide attempts
- Illicit drug use

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A Survival Mode Response
to toxic stress increases a child's heart rate, blood pressure, breathing and muscle tension. Their thinking brain is knocked offline. Self-protection is their priority. In other words:

"I can't hear you. I can't respond to you. I am just trying to be safe".

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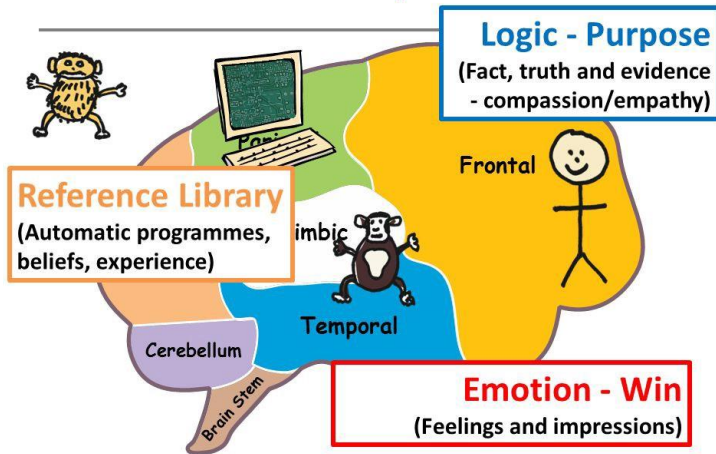
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Audience: All staff
Purpose: Knowledge

The Chimp Model



*Copyright Chimp Management

Human – is a conscious, thinking and analysing being. Humans work with facts and truth, making deductions from logical thinking and processing (prefrontal cortex).

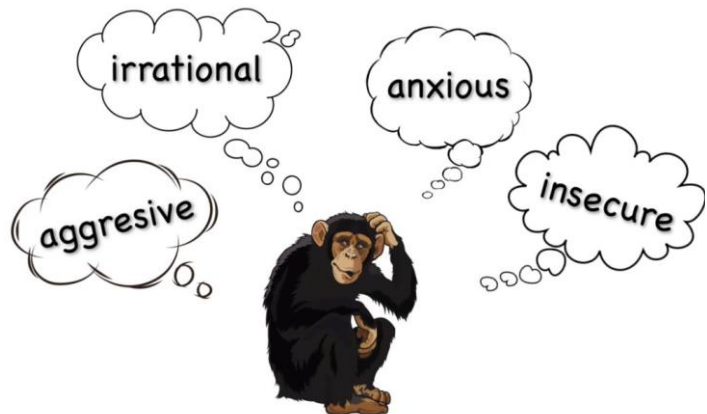
The Chimp – independent thinking brain that is not under your control. Working from animal instincts and feelings. The Chimp will draw conclusions that are emotionally driven. Closely tied to the limbic system of the brain.

The Computer – where our automatic responses, values and beliefs are stored. The Human and the Chimp are able to access memories from the computer and automatic behaviours can be good or bad.

Stress vs Behaviour

When faced with a new situation or a trigger, the Chimp arrives on scene first...

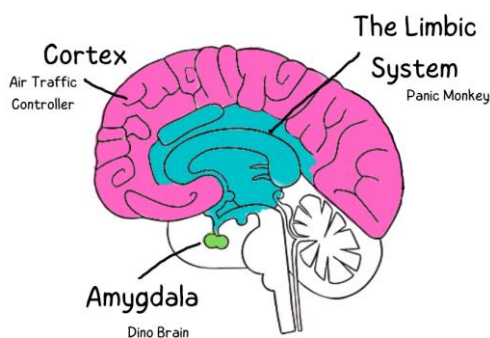
- If a situation is deemed a threat, the Chimp will act on impulse (fight, flight or freeze).
- If no severe danger is detected, the Computer will work to gather information from our core beliefs and decide how we will react.
- If no danger is detected, the Human will refer to the computer for guidance and make sound, rational judgements.



Chimp Stress Responses

Pupils may exhibit a Chimp stress response to factors such as:

- Unexpected changed to a seating plan
- Unexpected room changes
- Independent work
- Tasks they find challenging
- Not knowing the answer to a question
- Being asked a question in front of others
- Being asked to read aloud
- Overstimulating classrooms
- Being shouted at/raised voices



Stress leads to a leak in our control. So, how do we turn off a pupil's 'limbic leakage'?

- Keep change to a minimum
- When changes to seating plans/rooms are needed, give them advanced warning where possible and ensure you explain why the change is needed
- Allow for take-up/processing time
- Give them space to assess a situation and recognise there is no 'threat' to them
- Remain calm with them throughout
- Use scaffolding and chunking tactics to make tasks seem more manageable

Section 2:

A Whole School Approach for School Leaders

The purpose of this section of the toolkit:

- Provide school leaders with prompts for strategic investigations into the whole school culture for SEMH.
- Provide school leaders with research-based strategies and support mechanisms that can be used to both compliment and inform decision making on areas of strength and those that need further development in the school.
- Support school leaders with the continued development of behaviour curriculums and supporting growing areas of need.

Frequency of use:

- School leaders should be using this section of the toolkit to review and analyse the effectiveness of provision. This should inform the setting of school improvement priorities/revision of TOC problems.
- Leaders must complete the self-assessment toolkit at least every two years. School leaders may find it useful to use the strategic leadership investigation tool by selecting a specific 'assess' areas and then conducting the investigation as a team. Following this the Assess, Plan, Do, Review approach will support the planning of next steps.

Audience: School Leaders
Purpose: School improvement and action planning

Introduction

This section of the toolkit is designed to provide leaders with a range of questions/prompts to explore within senior leader meetings and other appropriate forums, on the strength and understanding of the SEMH provision of the Academy.

These prompts provide leaders with potential areas for investigation, to suit the context and priorities of the Academy at any point in time. Leaders could take an individual question for investigation to explore as a team/with relevant staff in-depth or could use some of these questions to facilitate discussions in relevant meeting forums.

1.1 Leadership and Management

	Key questions/actions for leaders to consider
Assess	• How is SEMH prioritised and promoted in the senior leadership team? • Do you have a senior mental health lead? If so, is their voice promoted by senior leadership? • How are your vision, values, beliefs and a commitment to mental health publicised to the school community? • Do your school policies reflect an understanding of SEMH, including recognising behaviours that challenge as communication? • How do you share and revisit SEMH approaches with staff? • How does the wider school community participate in developing the whole school approach, including pupils, staff and parents/carers/guardians? • Do you know how confident staff feel in supporting pupils with SEMH needs? • Do you know which areas of SEMH need that staff are finding most difficult and why?
Plan/Do	• Consider the frequency of information sharing in relation to SEND priorities at leadership level and the forums within which this happens. • SEMH as a defined accountability for one school leader. • If you have a Senior Mental Health Lead who is not a school leader, consider inviting them to appropriate leadership meetings/forums or consider appointing a lead within the leadership structure, and plan clear communication channels to staff who lead on SEMH. • Revisit your vision, values, beliefs to ensure they align with your approach to SEMH. • Consider a participation exercise with members of the community, including pupils, to develop the mental health commitment. Publicise these documents. • Consider having mental health champions in the school (do not need to be a school leader). • Work with pupil representatives to 'translate the mental health policy' so that it is accessible to pupils. • Consider the introduction of working groups with representatives from the school community that focus on mental health • Evaluate how relentless leaders are in holding staff to account in relation to the consistent execution of routines and expectations.

1.2 Ethos and Environment

	Key questions/actions for leaders to consider
Assess	- How do you actively promote positive relationships across the school community? - Do staff and pupils feel safe to talk about mental health and wellbeing? - How is mental health and wellbeing promoted? - Do you have dedicated mental health and wellbeing spaces available?
Plan/Do	- Consider running whole school campaigns on the strengths and capacities of the school population using newsletters, websites, posters, displays, wellbeing libraries, online platforms and social media (as appropriate). - Consider a mental health ambassador or champion programme. - Consider the introduction of pupil peer mentors. - Put in place a series of events that promote wellbeing e.g. a mental health calendar or a week with mental health focus. - Evaluate the effective use of assemblies and form time to promote mental health and wellbeing. - Explore potential work with other agencies and services to co/deliver activities. - Consider how and when concepts and processes introduced through promotion activities are revisited, built upon and embedded across the school. - Consider the creation of spaces /clubs or equivalent for staff and pupils to access to promote wellbeing – remember that for some people a calm space will be helpful, but others may prefer spaces that promote physical activity and sensory experiences.

1.3 Curriculum, Teaching and Learning

	Key questions/actions for leaders to consider
Assess	- What focus is given within the curriculum to social and emotional learning and promoting personal resilience? - Is there a shared vision for teaching social and emotional learning from school leaders? - How are staff trained and supported to deliver social and emotional learning? - How is social and emotional learning taught? Does it draw on the evidence base? - Have you considered how to model and embed these skills across the whole school curriculum? - How are Pupil Passports brought to life in the classroom? - Are staff clear on your SEND referral processes? How often are these processes used and by whom?
Plan/Do	- Consider providing training and support to staff on delivering the social and emotional learning curriculum, including: - Readiness to change - Development of skills and knowledge - How to embed changes - Exploring if everyone is on-board - Addressing mental health and emotional wellbeing can be worrying for some members of staff. It can be helpful to ask what they need to feel confident delivering the curriculum e.g. up to date information on processes when a student raises a concern and guidance on how to have conversations about mental health (e.g. mental health first aid training). - Consider reflecting on how social and emotional learning (SEL) will be taught through the behaviour curriculum e.g.: - Via whole school programmes - Via PSHE lessons or similar forums - Explicit teaching - If you are considering using a social and emotional learning programme to develop your curriculum, refer to the Education Endowment Foundation guidance and consider whether skills are taught using the 'SAFE' principles: - Sequentially and revisited

	○ Actively- through a range of interactive and engaging teaching strategies, ○ Focused- protective time is given to deliver teaching on SEL, ○ Explicit- skills being taught are explicitly referenced.
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1.4 Staff Development, Health and Wellbeing

	Key questions/actions for leaders to consider
Assess	• Do staff know how to spot signs of emerging mental health needs? • Do staff feel confident about what to do if they have concerns about a student or if a student, parent/carer/guardian approaches them with concerns? E.g. have you got a clear process in place. • How do you support staff wellbeing? • Do staff understand their own triggers and how to manage these? • Do staff know how they can access support if needed, including specialist support? • How do staff contribute to the development of your whole school approach?
Plan/Do	• Consider using regular stress audits and risk assessments with staff. • Consider providing staff training on stress reduction skills such as self-efficacy, assertion, resilience, relaxation and mindfulness. • Introduce or promote your existing confidential route for staff to acknowledge and seek specialist support for their own mental health. • Find or promote opportunities in the school structure for staff to celebrate everyday successes and achievements. • Consider providing time for staff to reflect on their practice, manage their boundaries and have time with supportive colleagues whom they can talk to, informally and in regular formal supervision. • Consider providing feedback boxes or online alternatives where staff can share (anonymously) ideas for improvement of school ethos and model good working practice.

The Strategic Investigation Template provided on the next page is a suggested template for school leaders to use when hosting investigation meetings linked to the 'assess' questions/prompts for investigation detailed across the previous two pages of this toolkit.

Leaders may wish to use this template to frame conversations and record agreed actions in relation to areas for investigation.

Strategic Leadership Investigation

Staff involved:	
Date of launch meeting:	

Area of Investigation/Key Question/Wicked Problem:

Lines of Inquiry	Actions to be carried out	Lead Staff	Deadline

Date of investigations findings meeting:	
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All staff involved in investigation actions are to bring findings to the next meeting ready to feedback and contribute to any resulting action plans.

Section 3: All Staff

The purpose of this section of the toolkit:

- Provide all staff with a shared understanding of what SEMH needs are and the underlying causes of such needs.
- Provide all staff with one-page prompts and strategy documents to refer to in relation to a variety of SEMH topics.
- These one-page documents are suitable for all roles in school and could be printed for staff planners and/or office spaces.
- Develop staff understanding and awareness of SEMH complexities.
- Ensure all staff understand their role in supporting growing SEMH priorities.

A Pocket Guide to Emotion Coaching

 Step 1	Notice and empathise	• Notice any reactions and judgements the young person's behaviour causes in you. • Imagine a similar situation for an adult. • Be curious rather than furious. • The young person's behaviour tells you they are struggling with how they feel, and they need your support. Accepting the emotion will help you de-escalate the situation.
 Step 2	Label and validate	• Help the young person to name what they're experiencing in the moment e.g. <i>"I can see that you are angry. I would feel angry, too, if that happened to me..."</i> • By putting a young person's feelings into words, you are comforting them and showing that you care and understand. • <i>"Name it, to tame it"</i>. (Siegel, 2012).
 Step 3	Set limits	• Emotion coaching accepts the emotion, but not unacceptable behaviour. • Focus on the boundaries and behaviours the young person needs to practice. • Kind reminders of these boundaries acknowledge that none of us learn things straight away. • Managing emotions is no different from any other skill – it takes time and lots of practice.
 Step 4	Problem solving	• When they are calm, find solutions with the young person. • When possible, follow their lead in picking a solution. • Reinforce the idea that the young person has the capacity to develop skills to cope with strong emotions. • <i>"How were you feeling when that happened?" "Let's think about what you could have done instead." "What will help you remember this?"</i>

Be a **STAR** for young people:

Stop – don't react straight away. Notice how you are feeling.

Think – what feeling might lie beneath the young person's behaviour.

Attune yourself with the feeling by putting yourself in the young person's shoes.

Reflect – what would be an equivalent situation for you, as an adult, to feel that way?

The Power of Language

Audience: All staff
Purpose: Relationship development

1. The Power of Assertiveness

Think about how you can rephrase your language in order to ensure you are assertive in your intentions whilst avoiding confrontation in challenging situations with young people. For example:

Hostile Language	Passive Language	Assertive Language
Why are you doing that?	You're usually so good in lessons	Thank you for...
You're not big/clever/funny	Please, please...	I need you to...
Because I said so	I don't want to repeat myself but...	Your seat is over there...
Move!	It would be good/nice if...	Are you clear on what I have asked you to do?
If you don't...	Can you...please	I need everybody to work together.

2. The Power of a Counter-Intuitive Response

When a young person is dysregulated, they can often use language that is designed to provoke a response from the adult in the situation – an intuitive response. Reframing the situation can draw away from this dysregulation and help ensure a more productive conversation can take place by offering a counter-intuitive response. For example:

Student	Intuitive Adult Response	Counter-Intuitive Adult Response
I'm not doing it...	Oh yes you are...	- Let's try the first one together... - What can I do to help? - That is a shame as I know you will be good at it...
I hate this...	You still need to do it...	- What is it you hate about it? - That's ok. We don't have to like everything...
He isn't doing any work either...	I am not talking about him; I am talking about you...	I will deal with that issue but let's focus on getting you back on track first...
You are a bad teacher...	It is your behaviour that is bad, not my teaching...	- I am sorry you feel that way... - I appreciate your opinion... - Thank you for sharing your thoughts with me...
You're not being fair...	This isn't about fairness...	- I am sorry you feel that way... - I am sorry you have perceived it that way. Let's talk it through later...

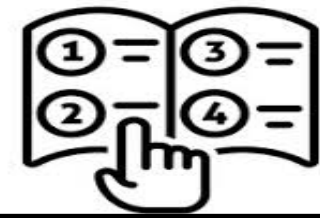
3. The Power of a Pause

Sometimes pausing and not saying anything, even for a second, allows us to have more control and influence. Pausing allows us to reflect on what we really need to say, when the time is right.

It is important to recognise that we are all human and we won't always get this right. Mistakes will happen. We will all reflect on how we may have handled a situation better. The important thing is we do reflect, refine and move forward. On the occasions we do get it wrong, show the young person you are human and own your actions through an apology. This is how strong relationships are truly built.

Audience: All staff
Purpose: Relationship development

Creating a Climate of Assertive Safety



Tone of Voice

- Use a **formal tone** when delivering instructions or firm statements.
- **Avoid shouting** as this can heighten dysregulation in pupils.
- **Adjust** your tone so that pupils can hear the difference between your **instructional voice** (formal/firm), **conversational voice** (natural pitch), and **praise voice** (happy and light).
- Research indicates that people with **lower tones** are perceived as more **dominant**, whereas **higher tones** are associated with **panic** and fear.

Pace of Delivery

- Speak **slowly**.
- Use **fewer words**. Too many words can give a sense of **stress** and **lack of confidence**.
- Take a moment to **breathe** and think about what you will say.
- Appreciate the **power of a pause**.
- If pupils do not respond in the way you want them to, go back and **revisit** the **delivery** of your instruction.
- **Too many** words and pupils can get **lost** in the delivery.
- Think of a **newsreader** – when it is a serious story, they slow their pace and lower their tone to reflect the importance of the situation.

Instructional Delivery

- **Avoid** posing instructions as questions e.g. '*can everyone sit down, please?*'
- Questions give pupils the **power to reply**.
- Instead, try phrasing such as '*you can all sit down now*'.
- Say '**thank you**' rather than 'please' at the start or end of an instruction e.g. '*thank you for all sitting down so quietly*'. This **pre-supposition** pre-empts **how** you want pupils to do something.
- Be **purposeful** in your delivery so that your intent is **clear**.

Effective Restorative Conversations

Audience: All staff
Purpose: Relationship development

What is a restorative conversation?

A restorative conversation is a dialogue that aims to repair harm and build relationships. It's a way to help people identify ways to move forward after a conflict, and to develop strategies for resolving conflict in the future.

Restorative conversations involve:

- **Starting positively** – begin the conversation on a positive note.
- **Identifying the issue** – state what the initial concern or issue was so that all parties are clear on this.
- **Reflecting and problem solving** – all parties work together to figure out how to heal the harm.
- **Empathetic listening** – the conversation uses restorative dialogue and questions and empathetic listening.
- **Identifying barriers** – the conversation should identify barriers any party faces in meeting acceptable standards of behaviour, and how these barriers can be removed.
- **Appreciating the relationship** – offer genuine appreciation for the person or relationship.

Planning for effective restorative conversations:

- **Timing** – when will the conversation take place? Consider whether all parties have had time to calm down in order to have an effective conversation. Do you have enough time for the conversation now? Ensure all parties feel the conversation is a priority and that it isn't rushed.
- **Location** – where will the conversation take place? Find a space where all involved can sit down together to speak calmly. Use a space as open and airy as possible. Ensure no parties feel 'locked in' to a space and that they feel comfortable in their surroundings.
- **Content** – what will you say during the conversation? Ensure you have a clear set of questions to guide the conversation and allow for reflection.
- **Ending** – how will you end the conversation? Ensure all parties are clear on expectations within the relationship moving forward.

The Restorative Five

Print out the cue card below and attach it to your lanyard as a prompt.

Restorative Conversation Script

- 1) What happened from your perspective?
- 2) What were you thinking at the time?
- 3) What have you thought/reflected upon since?
- 4) How will the situation have made other people feel?
- 5) How can we put this right moving forward?

Audience: All staff
Purpose: Relationship
development

RESTORATIVE CONVERSATION RECORD

Date of Incident	
Name of pupil(s)	

What happened from your perspective?	
What were you thinking at the time?	
What have you thought/reflected upon since?	
How will the situation have made other people feel?	
How can we put this right moving forward?	

Additional Notes/Agreed Next Steps:

Support Staff Culture Checklist

	Always	Mostly	Sometimes	Rarely	Never
I am careful about how I speak to pupils					
I am consistent in managing behaviour around school					
I use our school rules/expectations terminology when I communicate with pupils					
I model and regularly remind pupils what our schools rules/expectations look like					
I have excellent working relationships with other members of staff					
I seek out positive conduct					
I regularly praise pupils and inform them of why I am praising them					
I conduct weekly positive phone calls					
I log any negative incidents I see/experience on our behaviour logging system					
I seek support and advice on dealing with pupils with challenging behaviour when I need to					
I am confident with behaviour management					
I remain calm when dealing with challenging behaviour					
I do not raise my voice when dealing with challenging situations					
I am a visible presence on corridor during every lesson changeover/movement time					
I conduct restorative conversations with all pupils that need a reset with me					
I challenge pupils on the corridors wearing coats/incorrect uniform etc					
I regularly have conversations with pupils with the aim of getting to know them more					
If I am supporting a pupil in a lesson who is working well, I will go and support others in the class					
I am proactive if I am on duty and pre-empt negative behaviours					
I enjoy being around our pupils					

Section 4:

Classroom Practitioners

The purpose of this section of the toolkit:

- Develop staff understanding and awareness of SEMH needs.
- Allow leaders to enhance staff training and practice in relation to SEMH.
- Provide teaching staff with one-page prompts and strategy documents to refer to in relation to a variety of SEMH topics.
- These one-page documents can be printed for staff planners or used as part of lesson planning.
- Staff can select documents specific to particular classes they have or individual areas of priority.
- Some of the documents provide optional templates for staff planning in relation to SEMH.

Teaching Staff Classroom Culture Checklist

	Always	Mostly	Sometimes	Rarely	Never
I am careful about how I speak to pupils					
I am consistent in managing behaviour					
I regularly remind pupils of the rules of my classroom and explain why those rules are in place					
I refer to our academy values when I communicate with pupils					
I model the expected behaviours I want to see through both verbal and non-verbal communication					
I write pupil names on the board (secondary) or traffic light (primary) to celebrate positive behaviour					
I explain to pupils why I am praising them					
I conduct weekly positive phone calls					
I consistently apply the academy behaviour policy in my classroom					
I log all negative incidents on Arbor (secondary) or CPOMs (primary)					
I contact home for every pupil I have behaviour concerns about					
I seek support and advice on dealing with pupils with challenging behaviour when I need to					
I am confident with behaviour management in understanding pupil triggers					
I remain calm when dealing with challenging behaviour					
I do not raise my voice when dealing with challenging behaviour					
I use pre-emptive strategies in my lessons to avoid negative behaviours escalating					
I meet and greet every pupil at the door at the start of my lesson					
I am confident in identifying SEMH needs in pupils					
I record positives on Arbor (secondary) or Class Dojo (primary) every lesson					
I know which pupils in my classes have SEMH needs					
I implement all recommended strategies from Pupil Passports etc					
I take care of the physical environment within my classroom and ensure it is a tidy and calm space for pupils					
I regularly plan the starts and ends of my lessons so that expected routines are embedded					

Personal Profile

Make sure your students feel 'seen' as individuals. Perhaps ask students in your new classes to create a personal profile page at the start of each year.

This is me:	Things I am interested in:
Things I am good at:	Things I find hard:
What I like about this subject:	What I don't like about this subject/things I am worried about studying this subject:
Things I would like my teacher to know to help me learn and/or regulate:	

*Edit this template as appropriate for your setting

Emotion Tracker

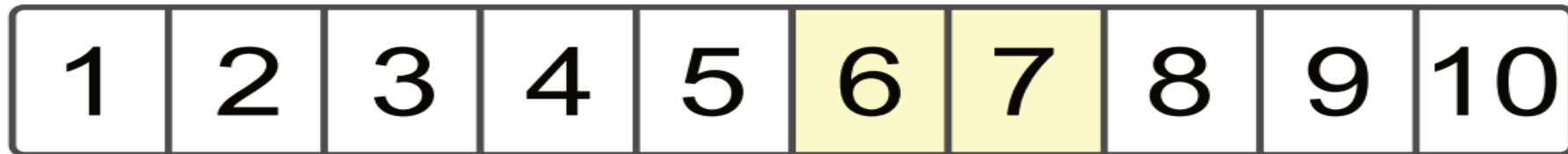
Audience: All staff
Purpose: Pupil support

What is an emotion tracker?

The emotion tracker provides a numerical gauge as to how a person is feeling at any point. A score of 1 suggests the pupil is feeling very calm and regulated, where as a score of 10 indicates the pupil is severely heightened and is unable to effectively control their emotions at that point in time.

The tracker template below can be used as a visual prompt with pupils to ascertain how emotional/dysregulated they feel at any point, and this can assist staff in the effective management of that pupil. When a pupil starts to climb down the emotion tracker, this indicates they are in a more regulated emotional state that will allow for effective conversation and intervention.

My emotion tracker

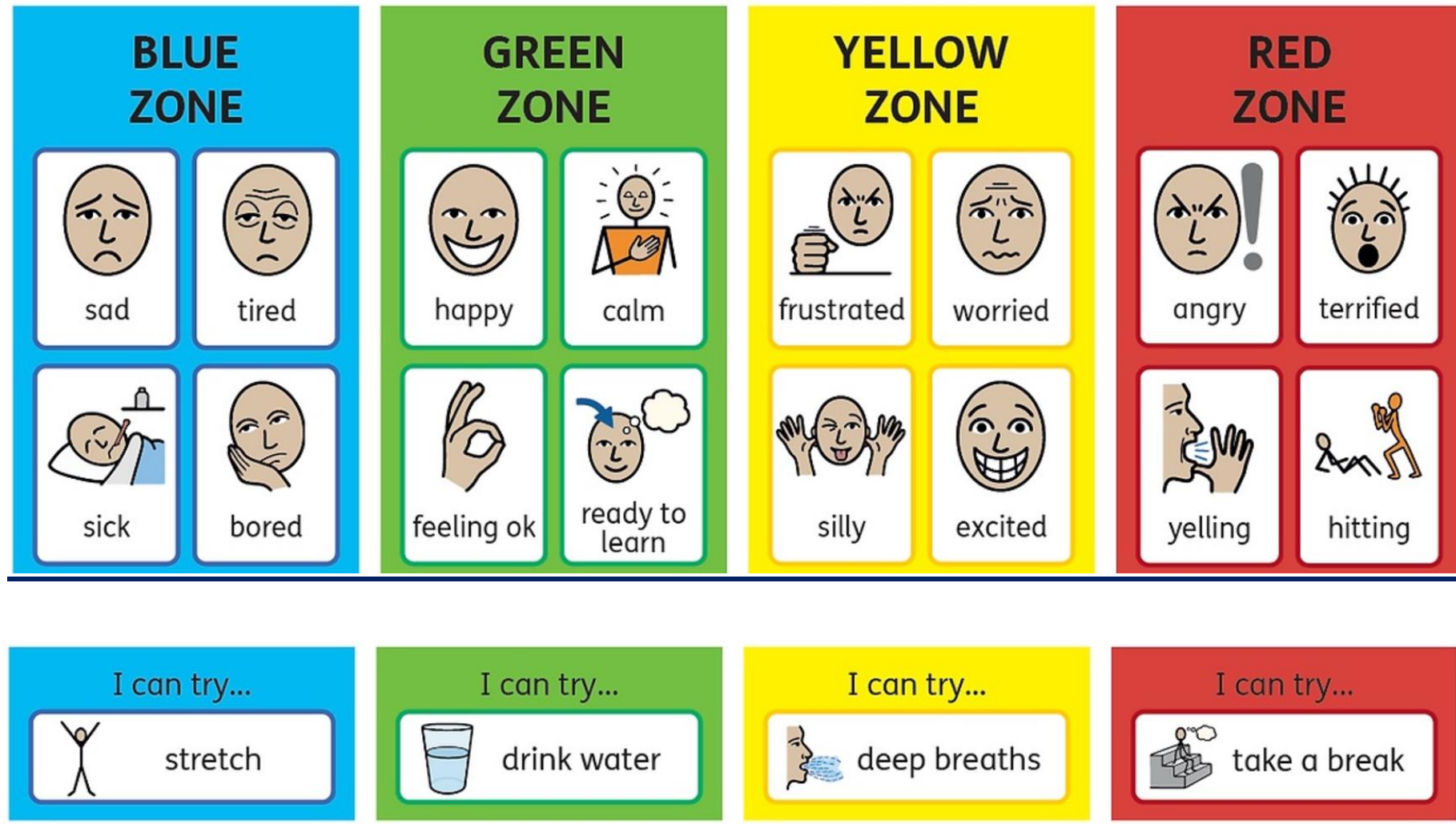


When I reach a 6 or 7, I will....

Hints and Tips

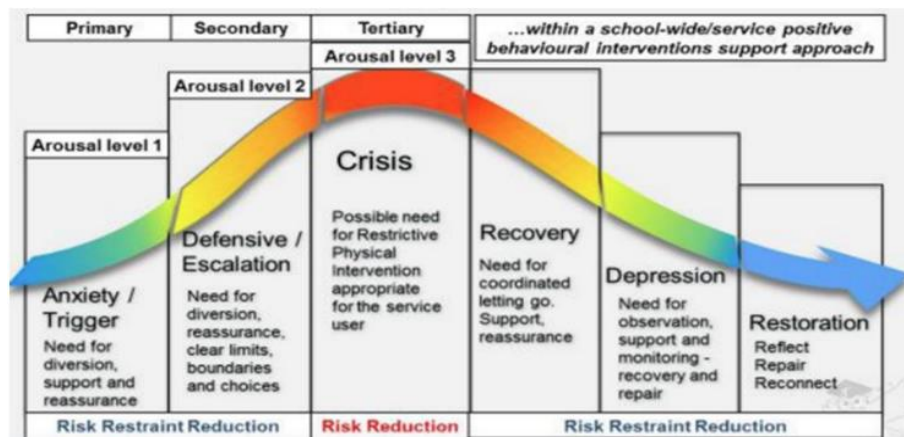
Strategies to try with pupils	How this might look in practice
Post-it notes	If a pupil is reluctant to speak to you about how they feel, communicate with them in writing via Post-it note. Maybe place one on their desk stating, 'are you ok'? The pupil can then respond in writing if they prefer. Through the post-it note discussion you can gauge where they are on the tracker and if needed, refer on for support as required.
Zones of regulation	You may have a zones of regulations tracker on your classroom wall for pupils to refer to when they are feeling dysregulated. You could place a small zones of regulation prompt on each student desk so pupils can point to where they are on the scale at any given time.
Meet & Greet or Register gauge	You may ask pupils which number they are on in relation to the emotions tracker as they enter your room so you can assess where each pupil is emotionally before the lesson starts. Those who enter on a scale of 6+ may need an early check-in with you (or a key member of staff) at the beginning of the lesson to settle them. Alternatively, you may ask pupils to answer the register by stating which number they are on the emotion tracker at that point in time.

Zones of Regulation



Audience: All staff
Purpose: Pupil support

The Crisis Curve



What is the Crisis Curve?

It is a framework to help people understand and navigate the various staged of a crisis or period of change.

The emotions and subsequent behaviours of a person change as they go through each stage of the crisis/situation.

Observations at each stage:

Green Zone - Calm	Yellow Zone – 'Rumbling Stage'	Red Zone – 'Rage Stage'	Blue Zone – 'Recovery Stage'
What does 'calm, happy and regulated' look like for the learner? - What activities might they be doing? - Are there particular times of the day when the learner is in this space? - Who are they typically with? - What and who is important to the learner? - What are the learner's individual strengths and interests? - What are the learner's facial expressions/body language/tone of voice that tell you they are in the green zone?	- Identify the triggers. - Identify the setting events (internal states such as being hungry, tired, bored, or prior events that may impact on the learner's coping when triggers are present). - Identify the early warning signs: - What is the first sign? - Consider discrete signs, take a step back and observe. - Consider tone of voice and body posture of the pupil and those supporting. - Do those supporting ask lots of questions/place demands/talk a lot?	What does this look like to you, but also what does this look like from the learner's perspective? - Is there lots of talking from those supporting? - Too many choices? - Is physical restraint or other restrictive practice used? - Do others come to support? - Could this be helping or maintaining the behaviour? (second person sometime required)	- What are the first signs that indicate this move away from the red zone? - What subsequent signs are there? - What does the environment look like that contributes to this? - How are those supporting feeling?

Potential Strategies to be used at each stage:

Proactive Strategies:	Active Strategies:	Reactive Strategies:	Post-reactive Strategies:
Relationships - - Establish a key adult to build rapport and facilitate regular check-ins. - Engage in the learners' interests. - Consider attention levels; are they able to access and build positive relationships? - Social skill building: do the learners and their peers need support around navigating friendships? Routine - - Visual supports (daily/weekly planners, activity schedules), timers, countdown strips. - Incorporate interests, considering motivation – use now/next boards. - Choice built in where possible. Regulation - - Identify calming strategies, which should be built into routine e.g., sensory diet. - Teach alternative skills e.g., to ask for a break when needed – designated safe space	- Distract or redirect to other activities. - Engage in interests. - Use low arousal approaches: avoid conflict, reduce demands, monitor tone of voice/body posture to model 'calm', consider sensory input. - Implement regulation activities/alternative communication. - Validate and empathise. - Use clear, reduced language	- Give space. - Don't punish. - Be calm and mindful of body language. - Reduce language - using scripts to ensure language is consistent across all supporting. - Scan the environment for any potential risks – protect all from harm. - Seek support for yourself and others if needed. - Show empathy: let the learner know you are there to support/help. - Don't take behaviours personally.	Initially - - Give time – offer calming/relaxation strategies. - Self-check-in, are you (as supporting adult) ready to re-engage? - Be aware that the 'Rage Stage' can reoccur (multiple times). - Be aware of 'depression' – embarrassment/upset. - Use regulation tools/strategies. At an appropriate point - - Re-engage - keep language to a minimum. - Restore the relationship – use knowledge of the child. - Gradually reintroduce the routine/visual supports and choice - Avoid talking about the red zone here, it is unlikely that the learner is ready for any reflection yet. Being ready for restoration can take more than 24 hours!

Audience: Teachers
Purpose: Consistency
of expectation

Planning for Relentless Routines

WHY do we need to be relentless with routines?

- It reduces cognitive load for pupils as they do the same routine in every classroom, making it easier to remember and quicker to form the routine as a habit.
- Routines increase how safe vulnerable pupils feel in a classroom and how much they trust staff as pupils depend upon the predictability of situations when developing strong relationships. Changes to routine and expectations can be triggering for vulnerable pupils who rely on consistency.



Meet & Greet

- Be at your classroom door at the start of every lesson.
- Warmly welcome every pupil as they arrive and use it as a chance to assess the mood of each individual as they enter the room.
- Have an engaging 'Do Now' task that is accessible to every pupil, ready for them to begin as soon as they arrive with explicit instructions and timings.
- Ensure every pupil feels they have a clean slate when they enter the room. Any issues from the previous lesson are left at the door. It is a fresh start.
- If a pupil does not enter the room in the manner you expect, send them back out to do it again. The way they enter sets the tone for the rest of the lesson.
- Be relentlessly positive about what you think can be achieved in the lesson.

The 'Critical Five Minutes'

- Methodically plan the first five minutes of your lesson. This time frame ultimately sets the tone for the rest of your lesson.
- Capturing hearts and minds in the first five minutes can ensure a positive climate for learning moving forwards.
- Plan for the following:
 - Where will you strategically stand when students arrive?
 - What will you say when they arrive?
 - What task will be ready and waiting for them?
 - When the class are all in and seated, what will you do next?
 - Who will you check-in with first and why?
 - What position will you stand in whilst the class are working?
 - What tone of voice will you use when you take the register?
 - When you ask for responses linked to the starter task, who will you ask first?
 - Plan an opportunity to praise someone in the first five minutes. What will you be praising and why?
 - Where will resources be placed in your room so that they are easily accessible?



Your 'End and Send' Routine

- Methodically plan the last five minutes of your lesson. This time frame ultimately sets the tone for transition behaviour around school, as well as the start of your colleague's next lesson.
- Pupils need to leave your lesson in a calm and orderly fashion.
- Plan for the following:
 - What does the 'tidy up' routine look like?
 - How do you want them to stand behind their chairs? In silence? Facing you?
 - Where will you stand when pupils are ready for dismissal?
 - What is the final thing you will say before pupils leave?
 - Plan an opportunity for praise before pupils leave. What and who are you praising?
 - How will you dismiss pupils? A row at a time? A group at a time?
 - Will there be anything showing on the board as pupils leave the room?



Quality First Teaching Approaches to Support SEMH

Teachers are responsible for the progress and development of pupils in their class, including where pupils are supported by teaching assistants or specialist staff. Quality First Teaching is the best approach for all pupils, including those with **Social, Emotional and Mental Health** needs.

Identification	Guiding Principles
A pupil with SEMH needs may: - Have attachment needs or find social interactions tricky - Become withdrawn or isolated - Display high levels of worry or low mood - Display challenging, disruptive or disturbing behaviour - Have difficulties attending to tasks or maintaining focus - and may have ADHD or other neurodevelopmental need	- Encourage Pupil Voice. Give pupils a say in how they are supported so they feel safe - Start each day with a clean slate following positive restorative conversations - Adopt a relentlessly positive mindset: normalise failures and encourage pupils to have a go - Use consistent language, approaches & routines - Promote metacognition to help pupils and staff understand and manage their responses

Strategies and Specific Approaches

Quality First Teaching (QFT)	QFT to support pupils to maintain attention and focus
- Understand that behaviour is a method of communication. What is the pupil trying to communicate? - Make instructions and expectations clear and explicit and linked to the behaviour curriculum. - Revisit behaviour curriculum routines as required. - Ensure appropriate communication with parents/carers happens as needed. - Ensure a Do Now task is in place at the start of each lesson to support retrieval to remember. - Explicitly explain the golden knowledge each lesson so that pupils know what it is. - Allow for regular, meaningful interleaved retrieval practice. - Consider cognitive overload when planning resources. Chunking down tasks where required for identified pupils. - Ensure the pitch and pace of the lesson is appropriate to all needs. - Use targeted questions and cold calling to engage pupils and check for understanding.	- Make sure you have the pupil's full attention – use their name and encourage eye contact. - Place the pupil at the front of the class (or carpet) facing the direction in which you want them to focus. - Cue the pupil into listening by using their name at the beginning of your instruction, sentence or question. - Give the pupil time to process what you have said before giving another instruction or more information. - Give praise to reinforce and encourage good listening and learning behaviour. Telling them what to do rather than what not to do. - Use a timer to promote attention for a set amount of time. - Actively teach listening skills at an age-appropriate level, e.g. look at the speaker, sit nicely, don't interrupt. Try passing an object around the group to indicate who is speaking. - Ensure instructions are short and clear.

Positive Approaches = Positive Outcomes

Behaviour Management Scenarios

Scenario	Suggested Strategies
Pupil has been sent out of class but is refusing to leave the room.	- Allow some time for the pupil to process the instruction. - Re-visit after allowing some time, in a quieter manner (down to their level) and explain why they have been asked to leave. - Calmly remind them of what may have to happen if they continue to refuse to leave. - Use the on-call/removal system for support if refusal to leave persists.
Pupil has returned after social time with an unresolved incident that they are dysregulated about.	- Use your meet and greet routine to intercept the pupil at the door to discuss what is on their mind. - Give them a few minutes outside the classroom to decompress and calm down if needed. - Offer the opportunity to complete a restorative conversation with the other pupil at a suitable time. - Be mindful that the pupil may find it difficult to make a start on the task whilst they have the incident on their mind. Have some sentence starters/prompts available to help get them going. - Maintain a calm and supportive approach e.g. 'I want you to be able to succeed today so if I can help in any way, let me know how.'
Pupil is refusing to complete the task/follow instructions.	- Be curious to find out why the refusal is occurring (could be due to defiance but could also be due to being overwhelmed with the task). - Crouch down next to them for a quiet conversation where you remind them calmly about expectations. - Walk away after giving them clear instructions to allow for some processing time alone. - Employ tactical ignorance where needed to avoid a swift escalation through the behaviour system. - Have a range of sentence starters/prompts or other scaffolding available to help encourage them to start the task. - Remind the pupil that the task must be completed, and that if they are choosing not to do it now in the designated time, then it will have to be done in their own time.
Pupil is answering back and being oppositional/looking to draw staff into a confrontation.	- Don't get in the ring with them! - Be clear in your standpoint e.g. 'I'm not being drawn into an argument with you, but I am here for when you want to work with me'. - Give a calm reminder of expectations and ensure they know that you will only engage in conversation once they are being respectful. - Consider using the emotion tracker or zones of regulation to gauge which stage of dysregulation a pupil is in and how much processing time/decompression time they may need. - Consider asking for support from another member of staff as sometimes the 'change of face' can help the situation. - Give them a chance to cool off outside the classroom. Give a clear timescale on that your expectations are clear and that you go back to them after the timeframe given has elapsed.
Pupil hasn't reacted well to receiving a consequence.	- Make sure the rationale behind the consequence is explained fully. - Remind the pupil that consequences are given to everyone consistently whenever there has been some wrongdoing. - Explain that if we, as staff do something wrong, there are consequences for our actions too.

	- Remind the pupil of how brilliant they can be and what you need to see from that moment on e.g. 'I want you to be the best version of yourself, so this consequence will hopefully help you remember that your choice was wrong and that you need to practice a more appropriate response in future'.
Pupil has turned up to school without equipment.	- Use a sympathetic approach. - Assume it was a genuine mistake. - Have the conversation about being better prepared at a different time. At the time of asking for equipment they may already feel embarrassed. - Be curious about home situation. Are there elements of deprivation? - Give the equipment to them, but log this on your behaviour system if it becomes a regular occurrence so that this can be investigated further, and sanctioned if appropriate.

Section 5:

SEND & Pastoral Teams

The purpose of this section of the toolkit:

- Provide key staff with a range of one-page checklist documents that can be used to identify emerging SEMH needs with individual students and support the planning of next steps needed.
- These one-page documents can be printed for staff planners or used as part evidence gathering for individual student cases.
- Provide documents to help inform Pupil Passports and/or IAPDR development.
- Provide evidence to support referrals for wider support as required.

SEMH Graduated Approach Checklist

Audience: SENDCOs
Purpose: Student support/next steps planning

Name of student:		Date:
Subjects visited:		
		Year Group:
		RAG
		Notes
Classroom Environment		
Routines embedded in all classrooms		
Use of positive reinforcement in all lessons		
Pupil Passport in place to identify needs		
Learning environment is adapted and resourced to mitigate sensory difficulties		
Timeout card/Tokens		
Safe space being employed		
Key staff member check-in		
Post-unstructured time check-ins		
Use of carefully worded scripts to promote positive interaction		
Relationships		
Buddying systems in place		
All staff provide a high level of positive attention		
Highly personalised praise is used to foster confidence		
Staff have and use a high degree of emotional literacy		
Groupings and social groups are carefully considered		
Restorative approach used by all staff		
Staff use a team around the child approach		
Staff actively promote a sense of belonging for the student		
Staff communicate with genuine empathy		
Relationship with home strong and effective		
Staff utilise Emotion Coaching approaches in their interactions		
Teaching & Learning		
Well planned and well differentiated curriculum is in place		
Lessons have well timed breaks as adjustments to the learning activities		
Tasks are chunked into appropriately managed pieces		
Strengths and interests are incorporated into teaching		
Teaching & Learning is mindful of any anxieties such as reading aloud etc		
Explicit turn-taking is used to encourage interdependence		
Teaching is quickly and effectively adapted to maximise engagement		
Intervention		
Subject report		
Student Manager report		
SLT report		
PCSO Intervention		
Specific friendship group interventions		
ELSA – Intervention		
Targeted adult support		

Sensory Checklist

Audience:
SEND/COs/Inclusion Leads
Purpose: Needs
identification



Visual/Sight

✓ Tick where appropriate

Visual Seeking	Visual Avoiding
Looks for bright/flashing lights	Overly sensitive to bright lights (may complain or close eyes)
Enjoys lining up items in rows or by colour	Easily distracted by bright displays
Enjoys playing with toys that spin	Finds 'busy' rooms challenging
Loves to play with shiny objects	Seeks out dark spaces
Appears to enjoy games which involve bumping and crashing different toys	Often rubs eyes when focusing on work
Stands too close to interactive whiteboard/screen	Avoids eye contact with others



Hearing/Auditory

✓ Tick where appropriate

Auditory Seeking	Auditory Avoiding
Does not respond to name being called (distracted by other sounds in the classroom)	Dislikes loud noises (such as the school bell)
Make noises (appears unaware) e.g. bangs, taps, bangs objects to make sounds	Easily distracted by sounds (sometimes not noticeable to others)
Asks for instructions to be repeated	Strong dislike of loud unexpected noises (fire alarm)
Loves loud equipment (TV, radio)	Covers ears to avoid noise
Seems oblivious to certain sounds	Prefers a quiet environment - may ask others to stop talking
Stands close to interactive screen or TV (might put their ear to the speaker)	Avoids certain areas of the school that are often loud (dining hall)



Smell/Olfactory

Olfactory Seeking	Olfactory Avoiding
Smells items and objects before engaging in a task	Reacts to slight smells that don't appear to bother others
Doesn't notice strong odours (that most people would complain about)	Complains that their friends smell e.g. will say your breath smells to others
May smell objects and walls when entering a room	Certain smells can cause them to feel or be sick
Smells food before tasting it	Avoids certain smells (such as perfume)
Seems oblivious to certain smells	May avoid key areas in school (such as the dining hall)



Touch/Tactile

Tactile Seeking	Tactile Avoiding
Enjoys touching everyone/everything	Dislikes being touched unexpectedly
May not recognise when they have been touched (unless forcefully)	Avoids having their hair brushed
Unaware when they have dirty hands/runny nose	Dislikes being close to others (lining up)
Seeks messy play	Sensitive to certain items of clothing or labels
Repeatedly seeks out certain surfaces and textures e.g. rough brick walls, smooth worktops	Rarely wants to be held/cuddled
Repeatedly rubs or brushes objects on their face/lips	Overly sensitive when they hurt themselves
Enjoys getting messy e.g. will play in puddle with hands	Avoids touching certain fabrics/textures e.g. velvet
	Dislikes hands getting messy - may wash hands frequently
	Walks on tiptoes on new surfaces/textures



Body position/Proprioception

Proprioception Seeking	Proprioception Avoiding
Enjoys physical activities that involve jumping and crashing	Dislikes busy environments and crowded areas such as the dining hall or main corridor
Walks heavily (stomps feet)	Avoids standing close to others
Enjoys rough play or play fighting	Refuses or dislikes swings, slides and other playground equipment
Has a limited awareness of personal space	Dislikes tight clothing
Enjoys bear hugs and other deep pressure exercises e.g. holding hands	Overly sensitive to touch
Likes small/tight spaces and clothing	Can appear lazy or lethargic

Behaviour Escalation Process

Audience:
SENDCOs/Behaviour Leads
Purpose: Pupil support



What are my triggers?	What does it feel like as I start to lose control?	What helps me to calm down/de-escalate?

Stress Behaviour

Response Plan

Audience: Pastoral leads/SEND COs/Teachers
Purpose: Pupil support

Pupil Name	
-------------------	--

Stage of the meltdown	What it might look like	Strategies to try
Build Up		
Survival Mode		
Meltdown/ Shutdown		
Recovery Plan		

Ongoing Notes/Observations:

Trigger Tracker



Audience:
SENDCOs/Pastoral leads
Purpose: Pupil support

SENDCOs/Pastoral leads

Purpose: Pupil support

[illegible]

Section 6: Wider Resources

The purpose of this section of the toolkit:

- Provide all staff with opportunities for further knowledge development in relation to SEMH needs.
- Provide staff with a range of resources to support wider reading opportunities in relation to personalised staff CPD.
- Provide all staff with a point of reference for evolving SEND terminology and referral pathways.
- One-page reference guides that can be printed for staff planners and/or office spaces.

Frequently Asked Questions (FAQs) about SEMH in Schools

Question	Answer
What does SEMH stand for?	SEMH stands for Social, Emotional, and Mental Health. It refers to a range of difficulties that children and young people may face in relation to their emotional well-being, behaviour, and social interactions.
Why is SEMH important in schools?	SEMH is critical because it influences how students engage with learning, form relationships, and manage emotions. Addressing SEMH needs helps students succeed academically and socially and supports their overall well-being.
What are common SEMH needs in children?	Common SEMH needs include anxiety, depression, anger management, social difficulties, trauma-related behaviour, self-esteem issues, and struggles with self-regulation or impulse control.
How can SEMH be supported in the classroom?	Support can include implementing a positive and inclusive classroom environment, using clear routines, providing emotional and social learning opportunities, offering individual support (e.g. mentoring), and using calming techniques for students who experience emotional distress.
What are the signs that a child may have SEMH difficulties?	Signs can include withdrawal from social interactions, frequent outbursts, poor concentration, mood swings, low self-esteem, reluctance to participate in class, or physical symptoms like stomach-aches or headaches linked to stress.
What is the role of teachers in supporting SEMH?	Teachers play a vital role in recognizing early signs of SEMH issues, creating a supportive classroom environment, developing positive relationships with students, and referring students to appropriate support services when needed. They may also use interventions such as social skills training or restorative practices.
How can schools promote positive mental health?	Schools can promote mental health by providing a supportive and inclusive atmosphere, teaching students coping strategies, offering mental health education, training staff to identify and address SEMH needs, and creating systems for early intervention.
What strategies are effective for supporting SEMH in schools?	Effective strategies include implementing personalised learning plans, using restorative practices, encouraging mindfulness and emotional regulation techniques, providing access to counselling services, and fostering peer support programs.
How can parents and caregivers support SEMH at home?	Parents can support SEMH by maintaining open communication with their child, providing a stable and nurturing environment, encouraging positive coping strategies, modelling emotional regulation, and working closely with the school to address any concerns.
What is the role of external professionals in SEMH support?	External professionals, such as school counsellors, psychologists, and social workers, can provide specialised interventions, assessments, and therapeutic support. They can work with teachers and families to develop tailored support plans for pupils.

Question	Answer
What is the relationship between SEMH and academic achievement?	SEMH difficulties can hinder academic performance by affecting concentration, motivation, and engagement. Addressing SEMH needs can help students overcome barriers to learning, improving their overall academic outcomes.
How can schools help students with SEMH during transitions?	Schools can support pupils during transitions (e.g. moving to a new school year, changing schools) by providing consistent routines, clear communication, individualised support, and helping pupils develop coping strategies to manage change.
What should schools do if a pupil's SEMH needs are not improving?	If a pupil's SEMH needs are not improving, schools should consider involving additional external support, such as referral to a specialist or an external agency, to reassess the child's needs and adjust support strategies accordingly.
Are there specific SEMH interventions for different age groups?	Yes, interventions may vary by age group. For example, younger children may benefit from play-based therapy, social skills groups, or behavioural interventions, while older students might engage in cognitive-behavioural therapy (CBT), peer mentoring, or more targeted counselling services.
What is the difference between SEMH and SEND (Special Educational Needs and Disabilities)?	SEMH is often considered a part of SEND but focuses specifically on emotional, social, and mental health difficulties, whereas SEND is a broader term that includes a range of additional needs, including learning difficulties, physical disabilities, and communication issues.
How can teachers manage challenging behaviour linked to SEMH?	Teachers can manage challenging behaviour by staying calm, using consistent and fair behaviour management strategies, employing restorative practices, offering emotional regulation tools, and providing a safe space for pupils to de-escalate. Collaboration with parents and support staff is also essential.
What are some common barriers to supporting SEMH in schools?	Barriers may include lack of training for staff, insufficient resources or funding, stigma around mental health, time constraints, and a lack of coordination between school staff, external agencies, and families.
How can schools measure the effectiveness of SEMH support?	Schools can measure effectiveness through regular monitoring of student progress, feedback from teachers, students, and parents, and tracking improvements in behaviour, attendance, and academic performance. Assessments from external professionals may also help guide and evaluate support strategies.

Glossary of Acronyms

Audience: All staff
Purpose: Knowledge

Acronym	Meaning	Description
SEND	Special Educational Needs and Disabilities	Refers to children who have learning difficulties or disabilities requiring special educational provision.
EHCP	Education, Health and Care Plan	A legal document outlining a child's special educational, health, and care needs and the support they require.
SENCO	Special Educational Needs Coordinator	A teacher responsible for coordinating and overseeing SEND provision within a school.
LA	Local Authority	The local government body responsible for providing services, including SEND support, in their area.
IPRA	Individual Pupil Resourcing Agreement	A form of additional funding for SEND pupils who do not yet have an EHCP.
APDR	Assess, Plan, Do, Review	A cyclical approach used to support children with SEND, forming the basis of the graduated response.
CAMHS	Child and Adolescent Mental Health Services	NHS services supporting children and young people with mental health needs.
SENDIST	Special Educational Needs and Disability Tribunal	A tribunal handling disputes between families and local authorities or schools concerning SEND provision.
SALT	Speech and Language Therapy	Therapy provided to children with communication difficulties.
EP	Educational Psychologist	A professional who assesses and advises on the needs of children with SEND, particularly relating to learning and behaviour.
ASC	Autism Spectrum Condition	A range of conditions affecting communication, interaction, and behaviour.
ADHD	Attention Deficit Hyperactivity Disorder	A condition affecting concentration, impulsivity, and activity levels.
HI	Hearing Impairment	A partial or total inability to hear, which can affect learning and communication.
VI	Visual Impairment	A condition affecting sight that may impact a child's learning and development.
MSI	Multi-Sensory Impairment	A combination of hearing and visual impairments, often requiring specialised support.
LAC	Looked After Child	A child in the care of the local authority, who may have additional SEND needs.
TA	Teaching Assistant	A school staff member who supports children with their learning, often including those with SEND.
OT	Occupational Therapy	Therapy that helps children develop skills needed for daily life and school participation.

Acronym	Meaning	Description
PP	Pupil Premium	Additional funding for disadvantaged pupils, which can be used to support SEND provision.
DLA	Disability Living Allowance	A financial benefit for children with disabilities to help cover the extra costs of care and mobility.
SENDCO	Special Educational Needs and Disabilities Coordinator	An alternative term for SENCO, emphasising both SEN and disabilities.
INSET	In-Service Education and Training	Training for school staff, often including SEND-related professional development.

Interventions Summary

Intervention	Focus	Description
Bouncing Back	Resilience	Developing a young people's ability to face and handle life's challenges.
Changes to the Body	Understanding puberty	Helping young people who may struggle with the idea of their bodies changing, which can cause anxiety, eating disorders and other mental health problems.
Drawing and Talking Therapy.	Emotions	Allowing young people to discover and communicate emotions through a non-directed technique.
Lego Therapy	Social skills and problem-solving	Helping young people learn skills like turn-taking, sharing, listening, conversation, teamwork, shared attention and problem-solving.
Motor Skills United	Fine motor skills	Helping young people to develop all areas of motor and perceptual development.
Pathways to Independence	Independence	Provides young people with a set of core skills preparing them for the future and adult life.
Plan, Shop, Cook	Independence	Young people learn how to plan meals, write shopping lists, buy shopping using a budget and prepare meals.
Relationship Education	Relationships	Helping young people feel safe and comfortable in different types of relationships.
Sensory Circuits	Self-regulation	A sequence of physical activities that are designed to alert, organise and calm a young person. The sensory circuit aims to facilitate sensory processing to help young people regulate and organise their senses in order to achieve the 'just right' or optimum level of alertness required for effective learning.
Social Interaction and Communication in the Wider Community	Social Skills	Planned sessions that enable young people to put in to practice their social and communication skills in a wide variety of setting in order to prepare them for adult life.
Social Thinking Intervention	Social Skill	Helping young people to develop their social competencies, flexible thinking, and social problem solving to meet their own social goals and improve their conversation and social connections.
Speech and Language	Communication and Language Development	Developing interaction with a young person by playing and talking, using pictures, books, objects, or ongoing events to stimulate language development.
Staff mentoring	Life Skills	Helping young people as they go through challenging life transitions, including dealing with stressful changes at home and in education or transitioning to adulthood.
Starving the anger gremlin	Anger Management	Helping young people manage their anger effectively.
Starving the anxiety gremlin	Coping Strategies	Helping young people understand the different types of anxiety and how to manage them.

Starving the stress gremlin	Stress Management	Helping young people manage their stress levels through a range of effective techniques.
Talkabout Social Interaction	Self-esteem	Helping young people to develop their self-awareness, self-esteem and social skills.
Think Good, Feel Good	Emotions Management	Helps young people identify thinking traps, develop core beliefs, controlling feelings and change their behaviour.
Zones of Regulation	Self-regulation	Helping young people recognise when they are becoming less regulated, be able to do something about it to manage their feelings and get themselves to a healthy place.
ELSA	Emotional and Social Support	ELSA's support young people to regulate their emotional development and help them cope with life's challenges. ELSA's help young people to find solutions to problems they may be facing.
Lexia	Reading intervention	A research-based reading programme that helps pupils develop critical reading and language skills.
Direct Instruction	Reading intervention	A teaching method that involves staff explicitly teaching a skill set to pupils through lectures and demonstrations.
Little Wandle	Phonics Programme	A phonics programme designed to help pupils read and write.
Reciprocal Reading	Reading recovery intervention	A structured method of guided reading where children are gradually taught to take on group roles to explore and find meaning in texts.
Lifeboat	Literacy intervention	Reading and spelling scheme for use with dyslexic pupils and pupils with other literacy difficulties.

Resources Library

Audience: All staff
Purpose: Knowledge

- Education Endowment Fund SEND Report - [EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf](#)
- Education Endowment Fund Use of TA Report - [Making Best Use of Teaching Assistants | EEF](#)
- Inclusive Education - [A Countywide Approach to Inclusive Education](#)
- SEND Handbook for Teachers - [Teacher Handbook SEND - January 2024.pdf](#)
- Anna Freud Research - [Research Library | Anna Freud](#)
- Anna Freud Video - [Creating a Safe Environment in Schools](#)
- Kirklees ACEs Overview - [Adverse Childhood Experiences \(ACEs\) - KSCP](#)
- UK Parliament ACEs Intervention Evidence - [Evidence-based early years intervention - Science and Technology Committee - House of Commons](#)
- Locala Support Services - [locala.org.uk/services/sensory-occupational-therapy-service](#)
- Kirklees SEND Local Offer - [Local Offer Home | Kirklees SEND Local Offer](#)
- Resilience Activity Ideas - [27 Resilience Activities for Students and Adults \(+PDF\)](#)
- Support resources for Self-Efficacy - [Self-Efficacy Toolkit - Transforming Education for People](#)
- Anna Freud Resource Hub - [Resource hub : Mentally Healthy Schools](#)
- Guidance document for creating Peaceful Secondary School Settings - [Microsoft Word - Peaceful Secondary Schools Guidance No 4.docx](#)
- Mind Website - [Home - Mind](#)
- Mental Health Support - [Time To Change | let's end mental health discrimination](#)
- Young Minds Website - [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)
- Resilience Research & Practice - [Home - Boingboing](#)
- SEMH Support Website - [Home - SEMH](#)