



## Forsbrook Primary School SEMH Action Plan Covid19

**OBJECTIVE: To support emotional, social, behaviour and mental health issues of our children, which may be evident on transition back to school due to COVID 19.**

### **Evidence based Action Plan**

Poor emotional and mental health affects a significant number of children and young people:

- 1 in 10 children have a diagnosable mental health disorder; around 3 children in every classroom
- 1 in 5 young adults have a diagnosable mental health disorder
- Half of all mental health problems manifest by the age of 14, with 75% by age 24
- Suicide is a leading cause of death for boys and girls aged between 5- 19 years.
- 1 in 12 self-harm at some point in their lives, though there is evidence that this could be a lot higher. Girls are more likely to self-harm than boys.
- Almost 1 in 4 children and young people show some evidence of mental ill health (including anxiety and depression). There is a substantial body of research evidence to suggest that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school and attendance, further training and employment and general life chances.
- Social media and new technology is also linked to increasing risks of poor SEMH **(a particular focus through Covid19 pandemic due to increased time at home and reliance on social media and technology to stay in touch with friends and family)**

**This action plan has been written to address the following:**

- **How we will support children's transitions back to school following the COVID19 outbreak**
- **What signs and behaviours to look out for in our children to show they may be suffering from SEMH**
- **Where to find support for children and parents**

Priority:	Action:	By whom:	By when:	Success criteria:	Cost:	Notes:
<b>1. To support children back into school during covid19 – a whole school approach to social learning</b>	<ul style="list-style-type: none"> <li>Assemblies / collective worship when appropriate</li> <li>Team Meetings</li> <li>Growth and positive mindset lessons during Autumn 1</li> </ul>	JH / KC / NL  KC	Sept 2020	Children will have access to appropriate social and biblical stories to support and educate them during their return to school Team meetings will continue to focus of positive and growth mindsets – linking to lessons taught in Autumn 1	N/A	Liaise with JH when completing Worship rota content
	<ul style="list-style-type: none"> <li>To add appendix to the behaviour policy in light of Covid19</li> </ul>	KC	Sept 2020	Children will understand the expectation of Covid19 related behaviours and how they must behave according to whole school changes	N/A	KC to complete Appendix
	<ul style="list-style-type: none"> <li>To ensure children receive necessary support if required</li> </ul>	All staff	Ongoing	Staff will be aware of organisations who will be able to offer additional support if needed – referral support for mental health concerns to go through JH	N/A	See Appendix below for organisations
<b>2. To encourage positive discussions through PSHE</b>	<ul style="list-style-type: none"> <li>To enhance the teaching of PSHE to cover feelings, emotions and behaviours linked to worry and anxiety</li> </ul>	All staff	Ongoing	Staff will regularly allow time in addition to explicit PSHE teaching to allow children opportunities to talk and discuss feelings	N/A	Staff to ensure whole school approach to this by adapting timetables where required
<b>3. To make staff aware of changes in behaviours of our children</b>	<ul style="list-style-type: none"> <li>Staff will be made aware of possible changes in behaviours of our children and know what signs to look out for</li> </ul>	All staff	Ongoing	Children displaying changes in behaviours will be identified early so that support and interventions can be put in place quickly		See Appendix to Behaviour Policy

<b>4. To support staff in managing children with SEMH issues</b>	<ul style="list-style-type: none"> <li>School staff are aware of, and understand, risk factors and how they may impact on mental health.</li> <li>School staff are aware of, and can recognise, basic warning signs that a student might need support and know how to report any concerns.</li> </ul>	All staff	Ongoing	Staff will understand the key factors affecting children's SEMH issues and will identify warning signs that children may display – see information below		
<b>5. To know how to access help and support if required</b>	<ul style="list-style-type: none"> <li>To access and use external support agencies where required – through referrals</li> </ul>	All staff	Ongoing	Staff will consult with SLT, Safeguard leads or JH as SENCO to refer children who may need external support interventions / programmes	Possible cost of external training required	
<b>6. To provide staff with a range of interventions to support children in class</b>	<ul style="list-style-type: none"> <li>Implement targeted programmes and interventions through curriculum and where needed: List of intervention provided.</li> <li>Explicitly teach social and emotional skills, attitudes and values through school life</li> </ul>	All staff	Ongoing	Teaching staff and TA's will work with identified children who require additional support through intervention timetabling. This could include any of the interventions outlined in the sections below.	Time cost?	All staff to be aware of possible strategies they could use or specific interventions they could access to support identified children
<b>7. To understand our role in modelling positive self-attitudes and understanding the language we use and its implications on mental health</b>	<ul style="list-style-type: none"> <li>Staff to model positive relationships and language they use with the children to minimize anxiety related stress in the classroom and school environment</li> <li>Staff will understand that the changes in school may increase social anxiety due to restrictions on physical contact and changes to the school environment</li> </ul>	All staff	Ongoing	Children will feel safe and secure in the school environment reducing fears and anxieties as a result		

<b>8. To develop a supportive policy</b>	<ul style="list-style-type: none"> <li>To ensure that robust policies are in place in such areas as behaviour which include mental health</li> <li>To respond to difficult behaviour with an understanding of its deeper roots -model and teach positive alternatives</li> </ul>	All staff	Ongoing	<p>Children will understand that emotional and social behaviours may have changed and that the school will support them but there remains a positive climate for behaviours in school and that guidelines are there to keep children safe so must be followed.</p> <p>See Appendix to behaviour policy for further details</p>		<p>KC to share Behaviour Policy Appendix</p> <p>(See target 3 above)</p>
<b>To support the families of our children if they require further help</b>	<ul style="list-style-type: none"> <li>Parents/carers are provided with accessible information about emotional wellbeing policies, procedures, and how to access services.</li> <li>School identifies ways in which it can support and work with parents/carers to promote emotional wellbeing and mental health.</li> </ul>	SLT SENCO Teaching staff	Ongoing	<p>Parents will know that there are support services out there who could help and school can support with this if needed. Parents will be kept updated of any interventions their child may need or change in behaviours displayed on returning to school with clear paths of communication between home and school</p>		

#### STAFF BEHAVIOURS IN SCHOOL

Establish clear ethos with SEMH a priority for our children

Training for staff (if required)

Model positive self-attitude

Model meaningful relationships with each other

Adopt a whole school approach to interventions

Establish reliable and clear communication between staff and parents

Peer group support

NOTICING CHANGING BEHAVIOURS IN OUR CHILDREN	HOW TO INTERVENE – IDEAS TO SUPPORT
<p>Acting differently</p> <p>Body language changes</p> <p>Loss of interest in subjects</p> <p>Forgetting</p> <p>Not listening or caring</p> <p>Mood swings</p> <p>Loneliness</p> <p>Crying</p> <p>Tiredness</p> <p>Quiet or withdrawn</p> <p>Not wanting to be with friends</p> <p>Upset by events seen on social media</p> <p>Excessive interest in the news – especially Coronavirus</p> <p>Neglecting appearance</p> <p>Muscle tensions and pains</p> <p>Restlessness</p> <p>Difficulty concentrating</p> <p>Not sleeping</p> <p>Lack of eye contact</p> <p>Challenging behaviours (which may be justified) having negative effect on peers</p> <p>Regressing to behaviours previously outgrown such as bed-wetting / thumb-sucking</p> <p>Greater fear of separation</p> <p>Tantrums</p> <p>Expressing sadness, anger or fear</p> <p>Sharing false information they have picked up on social media or through misinterpretations</p> <p>Becoming afraid to leave the house</p>	<p>Allow space to relax</p> <p>Eat regular healthy meals - Maintain healthy body</p> <p>Positively use social media</p> <p>Positivity journals</p> <p>Worry balloons – write on your worry and pop</p> <p>Quiet room</p> <p>Mindfulness activities</p> <p>Worry box</p> <p>Education on mental health though PSHE – circle time, social stories, buddies, talk partner work, time out if needed, multi-sensory approaches (pics, visuals)</p> <p>Nurture groups</p> <p>Focus on the positives</p> <p>Smile</p> <p>Try something new</p> <p>Exercise</p> <p>Socialise with friends</p> <p>Allow time to talk</p> <p>Listen to music</p> <p>Sleep</p> <p>Encourage questions</p> <p>Science – explain how our bodies protect us</p> <p>Understand how to stop the spread of germs</p> <p>Reassure</p>

## **INTERVENTIONS – EVIDENCE BASED INTERVENTION PROGRAMMES AVAILABLE TO SUPPORT**

**MINDFULNESS** - Beneficial for all children; can promote resilience, self-awareness, empathy, attention, self-control and compassion. Particularly useful for children with SEMH needs including anxiety, depression, behaviour difficulties.

<https://mindfulnessinschools.org/>

**Restorative Approaches** - A restorative approach in schools helps develop a healthier learning environment, where children and young people take responsibility over their own behaviour and learning.

<https://restorativejustice.org.uk/restorative-practice-schools>

**Social and Emotional Aspects of Learning (SEAL)** - SEAL is a comprehensive universal 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 five key qualities/skills: self-awareness, managing feelings, motivation, empathy and social skills.

[http://www.lancsngfl.ac.uk/curriculum/pshe/index.php?category\\_id=184](http://www.lancsngfl.ac.uk/curriculum/pshe/index.php?category_id=184)

**The Thrive Approach** - The Thrive Approach is an intervention based on principles of neuroscience, attachment theory and child development in order to promote the social and emotional development of children and young people. (A fee is associated with this intervention)

[www.thriveapproach.com](http://www.thriveapproach.com)

**Circle of Friends** - The Circle of Friends approach seeks to develop a support network around individuals in the school community who are experiencing social difficulties. School staff seek out volunteers from the child or young person's peer group who are willing to support the child or young person who is felt to be struggling with social situations.

**Emotion Coaching** - Emotion coaching is based on the understanding that all behaviour is a form of communication and is driven by an emotional response.

[www.emotioncoachinguk.com](http://www.emotioncoachinguk.com)

**Nurture groups** - usually consist of between 6 and 12 pupils, usually supported by two members of staff. Children remain a part of their usual class but spend part of the school day in the nurture group setting (already in place – refer through Mrs Holdcroft)

[www.nurtureuk.org](http://www.nurtureuk.org)

**Lego based play** – for social and communication difficulties (already used in school to support turn taking and communication skills)

<https://bricks-for-autism.co.uk/research/>

## PROGRAMMES TO SUPPORT OUR PARENTS

The Overcoming Programme - The Group Overcoming Programme is a guided Cognitive-Behavioural Therapy (CBT) programme for parents of anxious children. It can be used to support children with a range of anxiety disorders including separation anxiety disorder; social phobia; specific phobia; generalised anxiety disorder; and agoraphobia/panic.

[www.babcockldp.co.uk/babcock\\_ldp/Educational-Psychology/Downloads/Resources/Group-Overcoming-Programme-flyer-2018.pdf](http://www.babcockldp.co.uk/babcock_ldp/Educational-Psychology/Downloads/Resources/Group-Overcoming-Programme-flyer-2018.pdf)

### Additional useful website – where to access further support

[www.nhs.uk](http://www.nhs.uk)

[www.actionforchildren.org.uk](http://www.actionforchildren.org.uk)

[www.camhs-resources.co.uk](http://www.camhs-resources.co.uk)

[www.nspcc.org.uk](http://www.nspcc.org.uk)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

[www.mentalhealth.org.uk](http://www.mentalhealth.org.uk)

[www.mind.org.uk](http://www.mind.org.uk)

[www.papyrus-uk.org](http://www.papyrus-uk.org)

[www.samaritans.org.uk](http://www.samaritans.org.uk)

[www.sane.org.uk/support](http://www.sane.org.uk/support)

[www.cruse.org.uk](http://www.cruse.org.uk) – bereavement support for young children

Childline.org.uk 08001111

BBC Newsround hub

Children's guide to Coronavirus

Young minds: Practical steps to take if you're anxious about Coronavirus

Mind: how to take care of your wellbeing

### References:

[www.Babcock.co.uk](http://www.Babcock.co.uk)

[www.Ncb.org.uk](http://www.Ncb.org.uk)

[www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk](http://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk)

[www.schoolleaders.thekeysupport.com](http://www.schoolleaders.thekeysupport.com)

[www.cottenhamprimary.co.uk](http://www.cottenhamprimary.co.uk) – useful resources for children including Coronavirus story, Mindfulness colouring sheets, Mood Monster Fans, Supporting SEMH, Mental Health posters and A-Z of self care

