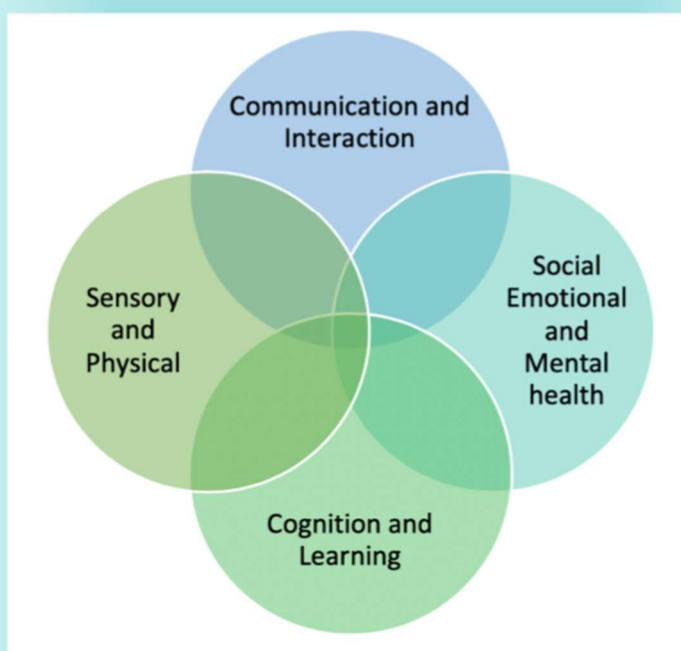




# **Social, Emotional & Mental Health**



## **SEND Guide**

Please visit

[www.oldham.gov.uk/grt](http://www.oldham.gov.uk/grt) for more information

## Social, Emotional & Mental Health

*"Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging disruptive or disturbing behaviour.*

*These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder."*

### **SEN Code of Practice (6.32)**

#### **Desired outcomes:**

These must be realistic and be specific for to the pupils starting levels and Expectations for the group an example might be:

- listens calmly to the teacher and/ or others in class and responds by putting his/ her hand up
- demonstrate less anxiety and feel safe in following instructions on first time of asking

Provision to support managing emotions may include:

- self monitoring and regulation charts
- time out cards
- Safe Space

provision to support working with peers may include:

- designated role
- a buddy to model
- talk frame- appropriate sentence starters for the type of collaborative task
- additional pragmatic prompts- spoken and visual
- structured turn-taking

provision to support self-esteem/ positive view of self as a learner may include:

- specific praise
- opportunities for the learner to reflect upon and record success

The SEN code of practice states that persistent disruptive or withdrawn behaviours do not necessarily mean SEN.

Where there are concerns there should be an assessment to determine whether there any causal factors such as:

- undiagnosed learning difficulties
- communication difficulties
- mental health issues

Some of the following may be observed. The first and best indicator is recognising when the child's normal is not normal. This relies on schools having at least one member of staff who knows the pupil well and can support changes in individual behaviour patterns so that the root cause can be addressed.

*Behaviour:*

- ❖ reluctant to start tasks and also sustained attention to them

*suggested actions:*

- ❖ task breakdown ideas and resources

*Behaviour:*

- ❖ tends to need adult support and affirmation to attempt things that would appear to be within their grasp

*suggested actions:*

- ❖ I do/ do don't need help circles on desk

*Behaviour:*

- ❖ overly worried about making mistakes, easily frustrated and prone to giving up

*suggested actions:*

- ❖ try some of the ideas from growth mindset
- ❖ immediate affirmation praise through task breakdown and regular check-ins with an adult

*Behaviour:*

- ❖ Reluctant to accept help eg. actively ignoring offers of assistance

*suggested actions:*

- ❖ peer support, I do/ do don't need help circles on desk

*Behaviour:*

- ❖ appears to lack motivation for certain learning activities

*suggested actions:*

- ❖ Time to Talk to teacher- exploring the issues and finding ways to resolve it

*Behaviour:*

- ❖ can be unfocused and distracted by peers, equipment or their own thoughts

*Behaviour:*

- ❖ distracting of others and old looking for peer affirmation

*suggested actions:*

- ❖ Individual workstation
- ❖ task breakdowns
- ❖ Resources
- ❖ regular check-ins with an adult

*Behaviour:*

- ❖ a negative response to his or her work or themselves

*suggested actions:*

- ❖ success reminders
- ❖ time to talk with a teacher or adult

*Behaviour:*

- ❖ can be restless and or acting speaking without apparently thinking first

*suggested actions:*

- ❖ individual answer tokens

*Behaviour:*

- ❖ appears socially on skills and not to be able to interact at an age appropriate level with peers

*suggested action:*

- ❖ Mentoring

- ❖ emotional literacy intervention programmes to build social skills and Co-operative skills

*Behaviour:*

- ❖ difficulties with co-operative working sharing to turn taking sometimes resulting in isolation from them

*Suggested actions:*

- ❖ Mentoring
- ❖ emotional literacy intervention programmes to build social skills and Co-operative skills

*Behaviour:*

- ❖ difficulty maintaining friendships

*suggested actions:*

- ❖ Mentoring
- ❖ emotional literacy intervention programmes to build social skills and Co-operative skills

*Behaviour:*

- ❖ easily led, vulnerable

*suggested actions:*

- ❖ Mentoring
- ❖ emotional literacy intervention programmes to build social skills and Co-operative skills

*Behaviour:*

- ❖ a tendency to put others down and or take part in a bullying dynamic

*suggested actions:*

- ❖ emotional literacy intervention program to build self-esteem to address the need to bully or dominate

*Behaviour:*

- ❖ has been on the receiving end of bullying from individuals or groups

*suggested actions:*

- ❖ emotional literacy intervention program to build self-esteem confidence and ability to take effective action when placed in risky situations

*Behaviour:*

- ❖ tending to need to set the terms for work or relationships- needing control

*suggestive actions:*

- ❖ giving structured choices

*Behaviour:*

- ❖ low mood

*suggested actions:*

- ❖ time for me and you- Having time and space to enjoy activities and be playful

*Behaviour:*

- ❖ reticence about attending the setting or distress on transition

*suggested actions:*

- ❖ planning for change- pre-teaching/ visual timetables, use of interventions to support school refusers

*Behaviour:*

- ❖ more agitated during transitions or unexpected change

*suggested actions:*

- ❖ planning for change- pre-teaching/ visual timetables, use of interventions to support school refusers

*Behaviour:*

- ❖ difficulty in responding to adult redirection

*suggested actions:*

- ❖ reflection and repair or time to talk where communication can be explored and solutions agreed

*Behaviour:*

- ❖ occasionally rude to staff or peers for example throat sarcastic tone of voice rolling their eyes or dismissive body language

*suggested actions:*

- ❖ reflection and repair or time to talk where communication can be explored and Solutions agreed

*Behaviour:*

- ❖ poor self regulation, quick angry and/ or tearful

*suggested actions:*

- ❖ A care and support plan
- ❖ emotional literacy to explore feelings and learn alternative responses

*Behaviour:*

- ❖ Limited/ dysfunctional communication skills during anxious periods

*suggested actions:*

- ❖ reflection and repair or time to talk where communication can be explored and solutions agreed

*Behaviour:*

- ❖ heightened anxiety or arousal

*suggested actions:*

- ❖ A care and support plan
- ❖ Emotional literacy to explore feelings and learn alternative responses

*Behaviour:*

- ❖ quiet and withdrawn, particularly in some situations

*suggested actions:*

- ❖ A care and support plan
- ❖ Emotional literacy to explore feelings and learn alternative responses

*Behaviour:*

- ❖ Hypervigilance

*suggested actions:*

- ❖ understanding the trauma response
- ❖ Safety planning
- ❖ anchors of safety

*Behaviour:*

- ❖ poor attendance and punctuality

*suggested actions:*

- ❖ tracking and understanding the issues before planning effective intervention

## **High Quality Teaching**

and differentiation that meets the needs of all children with SEMH  
what might we do?

## **Develop a whole school approach to the well-being of all children**

- a coordinated approach to meeting emotional health and well-being needs
- and supporting young Minds through tough times documents

## **Sharing concerns with parents**

- try to understand what is underlying the presenting difficulty in terms of immediate and wider environmental triggers and passed experiences in the home or educational setting, awareness of other possible causal factors such as:
  - Trauma
  - Abuse
  - being a young carer
  - Bereavement
- develop a sound knowledge of the children and relationships
- use person-centred tools to a listed pupil voice for example good day bad day
- agree personal targets with pupil and as your people understands
  1. how he/ she will be able to achieve them
  2. how you will support him or her
- share agreed strategies for staff to ensure fair consistent approach
- develop a one-page profile

## **School approaches to develop emotional well-being**

- mental health awareness day
- Feelings board- emotions for kids- [proudtobeprimary.com](http://proudtobeprimary.com)
- Mindfulness: calm classroom- [calmclassroom.com/](http://calmclassroom.com/)
- relax kids
- well-being champions
- Questionnaires
- school councils
- help boxes



**Consider peer support**

- guardian angels
- play Time buddy
- circle of Friends
- lunchtime clubs
- homework clubs

**Use solution focused approaches to problem solving**

- focusing on Solutions a positive approach to improving behaviour- digital education resource archive website

**Teach emotional literacy**

- PSHE
- SEAL materials
- Webster Stratton dinosaur School
- apple zippy passport curriculum
- modelling and normalising feelings
- building resilience
- create a sense of belonging/ child feels valued and wanted
- meet and greet
- how to ask for help
- emotional vocabulary wall

**inclusive classrooms and environments**

- create and plan opportunities to develop social skills in whole class and group activities- YouTube
- consistent routines and boundaries/ positive learning environment- YouTube
- use classroom checklists and audits which help you to consider quality SEMH- differentiation and inclusive classrooms
- realistic expectations and positive specific feedback
- differentiated behaviour policy
- use of rewards incentives and sanctions
- calm and secure learning environment- not too stimulating
- all efforts recognised and praised

- structured learning tasks with visuals e.g. visual timetable test planner to chunk steps in a task first... next board etc- YouTube
- use social stories
- agree noise levels- noise thermometer
- well organised resources/ tidy/ well labels and easy to access
- prepare pupils for change
- quiet zones/ time out/ safe spaces
- flexible playtimes
- class pets
- class responsibilities/ jobs
- biophilia hypothesis- blue or green outdoor spaces
- raise people's awareness of the social Focus for example today I'm looking for good teamwork/ sharing of resources
- Team games
- partner working/ talking buddies
- LEGO therapy

## **Access to physical activity and movement**

### **Supporting people's with ADHD**

Offer a visual task timeline to support effective task organisation, maintenance and completion skills. This will help the pupil to know what to do and in what order so that they can achieve the end goal. It may be helpful to offer a timer so that they know how long they have to complete each stage of the task. Mini motivators or small rewards could be added for completion of each step.

Agree and offer a discrete signal. These are for the times when you want to encourage the pupil to check and modify their own behaviour. This will stop you from repeatedly calling out their first name.

Offer short, varied and practical tasks. Where possible making them as personally motivating and relevant as possible.

Make sure that you have the child's full attention before issuing instructions and check carefully for understanding. It may be helpful to record instructions on a voice recording device so that they can play them back as often as needed.

Offer frequent movement, refresh and refocus breaks to punctuate learning or times when a great deal of focus is needed

Trial a number of sensory experiences that can be used to aid focus such as tangles, fiddles and koosh balls. You will need to experiment to find what works best.

Build an actual movement breaks into lessons. Allow this child to be the child that gives out the resources or takes a message to another room.

Practice lots of instant praise making it clear exactly what you are praising for.

Provide a low arousal workspace- avoid distracting stimuli. Try not to place the child near heaters, doors or windows or other potential distractions. High levels of traffic or background noise can also present as distracted.

Sometimes it is helpful to sit the pupil on the periphery of the group out of your immediate eye line. This will allow everyone to relax as you do not constantly have to pick up on their behaviour.

## **Resources for social emotional and mental health difficulties and ADHD**

### **General**

- 104 activities to build self-esteem, teamwork, communication, anger management, self-discovery, coping skills
- Special Games- social skills, emotional behaviour difficulties, self-awareness, concentration, self-esteem, motor control
- More creative skills for children

- Using stories to build Bridges
- Think good- Feel good
- I don't want to talk about it
- Go away!
- Hey There! What's your superpower? A book to encourage a growth mindset of resilience, persistence, self-confidence, self-reliance & self-esteem
- 100 Games for Better Behaviour
- Boxall Profile

## **Feelings and Emotions**

- ELSA resources
- Forest of Feelings- understanding and exploring
- Emotion cards
- Emotional Literacy file
- Emotion scales
- How do I feel
- Feelings book
- Understanding how I feel
- Happy book
- My body signals tools
- Let's think about feelings
- Communication Bear cards
- Focusing & calming games for children

## **Self-esteem and Confidence**

- This is me
- Self-esteem games
- Helping children to build self-esteem
- Marvellous me
- Good to be me
- Motivate to communicate
- 101 games for self-esteem
- The Bear & the Piano

## **Divorce**

- Dinosaurs divorce
- Divorce- separations
- It's not your fault koko bear
- Children don't divorce
- The Invisible String

### **Bereavement**

- Muddles, Puddles and Sunshine
- Badger's Parting Gift
- The Invisible String

### **Anger Management**

- There's a volcano in my tummy
- 'Jigsaw' interventions
- Anger management sheets
- Angry- Janine Amos

### **Worries and anxieties**

- The Huge Bag of Worries
- Colour away your Worries
- What to do when you worry too much
- Starving the anxiety gremlin
- Starving the stress gremlin
- What's Going on inside my head?
- Bloom (Hope in a Scary World)
- The Cloud
- The Jar of Happiness
- Grobblechops
- The Colour Monster
- The Worrysaurus
- Ruby's Worry
- Black Dog
- David & the Worry Beast: Helping children cope with anxiety
- Wilma Jean the Worry Machine

### **Relaxation & Meditation**

- Relax Kids- Pants of Peace 52 Meditation tools for children
- Relax Kids: The Magic Box
- Expanding stress/anxiety balls to help breathing

- Yoga Pretzels
- Peaceful Piggy Meditation
- Sitting Still like a Frog: Mindful Exercises for Kids
- Relax Kids- Be Brilliant: 52 Positive Activities for Kids

### **Attachment Issues**

- attachment in the classroom
- PowerPoint handout
- mind map handout