



# Bradway Primary School's Provision for Social, Emotional & Mental Health



## Assessment

- Using observations and/or behavioural checklists to establish a baseline
- Recording and tracking of the frequency, intensity and duration of behavioural incidents using e.g. antecedent, behaviour, consequence—CPOMS
- Advice/assessment/analysis of strengths and needs from specialists and outside professionals e.g. Advisory Teacher; CAMHS; Educational/Clinical Psychologist; Psychotherapists/Primary Project. Clear arrangements in place with local health partners and other organisations for making referrals to CAMHS e.g. the Common Assessment Framework (CAF)
- Use of the Boxhall Profile resource
- Three Houses Work
- One to one sessions, discussions with children and parents

## Teaching environment and grouping

- Behaviour Policy reflecting the ethos of the whole school community and part of the induction programme for all members of the community
- Teaching and learning environment audited frequently and changes made to support positive behaviour and learning e.g. a low stimulus work area; out of class work area; access to additional support. Access to grouping that enables the pupil to work with peers who provide good role models for social interaction and appropriate behaviour.
- Staff adapt teaching approaches (e.g. cuing the pupil with name and individual instruction and ending with thank you).
- Pupils are provided with the opportunity to reflect on own behaviour (e.g. use of a self-monitoring techniques/discussions).
- Pastoral support in line with the school's vision, aims and values to supplement usual pastoral care arrangements Social, emotional aspects of learning embedded across the curriculum and directly taught through RSHE and in small groups, Lego Therapy, Mighty Minds, Zones of Regulation, P4C.
- Individual coaching and/or therapeutic support from trained teachers or external agencies as appropriate, linking with professionals e.g. CAMHS, Educational Psychologist and external bodies to ensure quality assurance and safe practice.
- Relevant training and CPD is made available as required e.g. Attachment Theory; Nurture Principles; response to School Anxiety; awareness of Mental Health and Emotional Wellbeing, ADHD , Trauma Informed Training, Mighty Minds
- Staff trained in de-escalation techniques through Team Teach
- Regular support staff and lunchtime supervisor meetings to ensure key information is shared and concerns can be raised.
- Staff can raise concerns and alert key staff members using CPOMS

## People and resources

Additional targets may be set through a child's support plan.

Pupils may outline their strengths and difficulties using a one page profile in consultation with parents/carers, relevant professionals and other agencies.

Flexible approach to curriculum delivery to take into account their needs, strengths and preferred ways of learning