

Hambleton CE (VC) Primary School – Social Emotional Mental Health Policy Summary

Vision & Values

- Rooted in the school's Christian ethos of love, compassion, and belonging.
- Aims to nurture emotional, social, and mental wellbeing so every child can flourish academically, emotionally, and spiritually.
- Inspired by scripture: "We love because He first loved us" (1 John 4:19) and "Let all that you do be done in love" (1 Corinthians 16:14).

Key Principles

- Whole-school commitment to promoting positive mental health.
- Restorative and relational approaches to behaviour.
- Every child listened to, valued, and supported.
- Thrive-based emotional assessment and support for all pupils.

Leadership & Staff

- **Mental Health Lead / SENDCo:** Mrs Kate Morris
- **Designated Safeguarding Lead:** Mr Tim Williams | **Deputy DSL:** Mrs Holly Savage
- **Thrive Practitioner:** Miss Nikki Hartley | **PSHE Lead:** Miss Emily Reynard

Legal & Guidance Framework

- Based on *Children and Families Act 2014*, *Equality Act 2010*, *Education Act 2002*, and other statutory guidance.
- Reflects DfE guidance on *Mental Health and Behaviour in Schools* (2018) and *SEND Code of Practice* (2015).

Common SEMH Needs

- A certain amount of anxiety in children is normal from time to time, however, some children have more struggle with underlying anxiety and others due to transient triggers.
- Anxiety, depression, ADHD, attachment and eating disorders, self-harm, PTSD.

- Early signs: low mood, withdrawal, restlessness, task avoidance, impulsivity, aggression, or difficulty with friendships/transitions.

Curriculum & Environment Throughout School

- Class teachers are 'key workers' for their children and work hard to build relationships with every child. They are available for quiet chats about worries or issues daily. However, other adults in school with whom children have a particularly strong relationship are also available for your child.
- Weekly Jigsaw PSHE and RSHE curriculum promotes wellbeing.
- Zones of Regulation used daily for emotional check-ins.
- Quiet corners in every classroom and Oak sensory room for calm breaks.
- Mindfulness, outdoor learning, and restorative reflection encouraged.

Tiered Support Model

- **Tier 1 (Universal):** Thrive profiling, relational behaviour policy, PSHE curriculum, parental communication, mindfulness, and worship.
- **Tier 2 (Early Support):** Small-group or 1:1 nurture / Thrive, individual support plans, SENDCo meetings, soft starts, additional check-ins, reasonable adjustments.
- **Tier 3 (Targeted Help):** Referrals to CAMHS, Compass Phoenix, Healthy Child Service, Early Help, or speech & language support.
- **Tier 4 (Specialist):** Behaviour support services, personalised multi-agency plans.
- **Tier 5 (Crisis):** MAST (Multi-agency screening team) / CYPMSH (Children and Young People Mental Health Services or CAMHS) crisis intervention.

What can I do if I'm worried?

- **Parents:** Talk with class teacher → meet SENDCo if concerns persist → consider GP/CAMHS referral.

Useful Resources

- Young Minds, Papyrus, TEWV CAMHS, MindEd, North Yorkshire CCG mental health services, SEMH.co.uk.