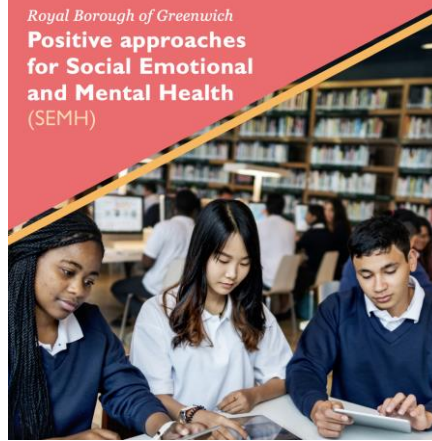# What works in promoting social and emotional wellbeing and responding to mental health problems in schools?

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Royal Borough of Greenwich
Positive approaches for Social Emotional and Mental Health (SEMH)

31st January 2022

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1

Recap from the previous workshop

- SEND Code of Practice and SEMH
- Identification and assessment of SEMH
- Mental health continuum
- Support available for mental health needs
- Person-centred planning

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2

Overview/ session aims

- To adopt a systems perspective to consider how a school vision feeds into whole school approaches for SEMH
- To consider what needs to be included in a school behaviour policy
- To reflect on practice within your current school – what is going well and what could be adapted?

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3

The school's vision/mission/aim

- Did you have to look this up or did you know it off by heart?
- To what extent are you or your colleagues aware of it or do you refer to it in your day-to-day interactions with each other and with pupils?
- To what extent are pupils aware of it and are they able to use it to make sense of their experiences in school?
- To what extent is it being realised for every pupil in your school?

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4

Whole school thinking: Key ideas

- There is an explicit and shared understanding of the 'vision' by staff and pupils
- Organisation and processes of school are optimised to achieving that vision
- Policy and practice are aligned with that vision - all parts of the school organisation are focused on it and working coherently together to achieve it
- Everyone, staff and pupils, knows in detail what the school vision is and their part in its achievement [and everyone has a part]
- All of the processes and activities that occur within the school are opportunities to work towards that goal.
- When things go wrong, solutions are holistic and focus on restoration/ reparation/ adaptation
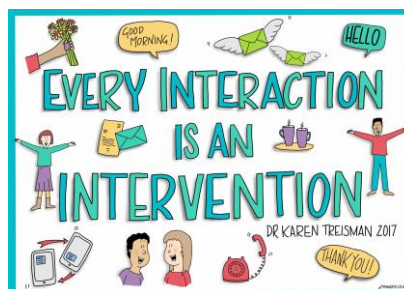
Well-being and mental health are 'everyone's business'.

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5

Thinking about the 'vision': What do we want young people to look like when they leave our schools?

Immature (Childlike) Attitudes	Mature (Adult) Attitudes
Dependence	Interdependence
Focused on own needs	Concern for others
Irresponsible	Responsible
Helpless	Resourceful
Seeking reassurance	Willing to take (calculated) risks
Blaming	Self-critical
Impulsive	Evaluative
Resisting	Adaptable
Idealising	Accepting

How do we enhance factors that prepare students for adulthood, to develop 'mature' attitudes?

How do we change or reduce factors that operate to maintain 'immature' or childlike attitudes?

How do we enable pupils to learn to respond in increasingly mature ways to challenges, opportunities & disappointments?

How do we embed these in the day to day life of the school?

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6

Activity: Reviewing your mission/vision statement

Look at vision/ mission statement:
- What is a young person going to look like when they walk out of the school door for the last time?
- What is happening that contributes to that statement?
- What are you doing that is helping to achieve the vision you have set out?
- What are you doing that isn't helping to achieve the vision you have set out?
- How does a 'zero tolerance' approach fit with these ideas?

You might wish to consider the factors on the wheel (opposite)

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7

What is helping and what is hindering the achievement of your school's vision?

DRIVING FORCES	RESTRAINING FORCES

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8

Whole school thinking: What else should we be looking for?

- A climate and ethos which builds a sense of connectedness, focus and purpose, acceptance of emotion, respect, warmth, relationships, communication and the celebration of difference.
- Effective processes for capturing pupil voice and involving pupils in decision-making.
- All staff understand 'risk and resilience' and this helps them to actively respond to problems and difficulties.
- A focus on understanding what a child's behaviour is communicating.
- A solid grasp of child and adolescent development, in order to have a baseline of what is 'normal'.
- Clear pathways of help and referral.

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9

Pupil participation

- In order to feel that they belong in school, children need to have some sense of 'influence' within the school setting.
- By giving pupils a voice and allowing them to participate we are able to convey that we are interested in what they have to say and what they are able to contribute.
- By giving them a voice they have the opportunity to become active members of the school - ready to become active members of society.

> **Role of the School Council**
>
> The School Council will be involved in:
>
> - *determining this policy with the Governing Body*
> - *discussing improvements to this policy during the school year, devising school rules and sanctions*
> - *reviewing the effectiveness of this policy with the Governing Body.*
>
> (Plumcroft Primary School Behaviour Policy)

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Pupil Voice Activity

"*Involve children and young people in discussing and agreeing whole- school approaches and tell them regularly about decisions to give them a sense of agency. Ensure that the opinions of minority and seldom-heard children and young people are taken into account*"
- Draft NICE Guidelines.

Think about what you already do in your schools to capture pupil voice? How else could you involve pupils in decision making?

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11

Reviewing and developing a behaviour policy

- How effectively is the behaviour policy helping you to achieve what the school is setting out to achieve?
- How does the policy help those children who struggle to manage their own behaviour, to better control their emotions?
- How does the policy help to promote healthy emotional development?
- How is the whole school involved in reviewing and developing the policy?

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12
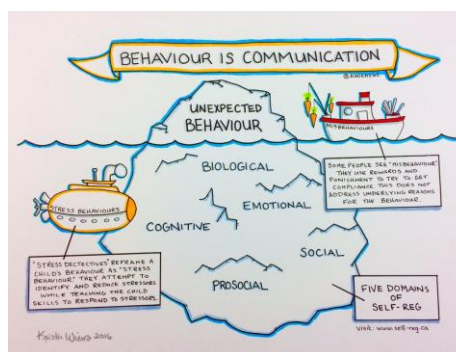
Key points for a model behaviour policy (with acknowledgements to Wigan Council)

- Give examples of how the principles underlying the behaviour policy relate to the overall aims of the school.
- Principles that are not primarily concerned with rule enforcement but rather a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to achieve.
- A policy designed to promote good Behaviour whilst developing an ethos of kindness and co-operation, rather than merely deterring anti-social behaviour.

- Explain how positive behaviour is taught, practised and modelled through the curriculum and across all subjects.
- Differentiated according to need with consideration for developmental stage.
- Outline support available through a graduated approach to SEND for pupils whose social, emotional and mental health needs present a barrier to achievement.
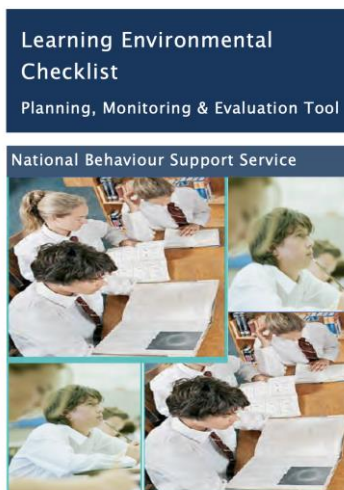
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13

Tools to evaluate your school

Suggested next steps

Evaluate your behaviour policy *(checklist being developed).*

- Which areas did current policy address? Main areas that policy didn't?
- What might you change or adapt?
- What support might you need?

Individual teachers could be encouraged to use: 'Learning Environment Checklist' – National Behaviour Support Service, Northern Ireland.

Learning Environmental Checklist
Planning, Monitoring & Evaluation Tool

National Behaviour Support Service

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14

Recent developments: NICE Guidelines

- NICE have developed some guidelines on 'Social, emotional and mental wellbeing in primary and secondary education'.
- A draft is currently out for consultation, with the expected publication date being the 6th July 2022.
- https://www.nice.org.uk/guidance/indevelopment/gid-ng10125/consultation/html-content-2

Highlights:

Strong focus on whole-school school approach, with a designated 'lead person'

Support for transition and life stages

Graduated approach and identifying those at risk of poorer outcomes

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15

Questions or comments?

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16

Next Steps: Follow-up workshops

We will be offering a one more workshop via Zoom on implementing the SEMH Guidance next term:

'Transition Planning for Pupils with SEMH Needs'.

This will take place on Monday 21st March from 4-5pm.

Please complete the evaluation for today's session:
https://docs.google.com/forms/d/e/1FAIpQLSd8D3MVqE9-J6mvDZJbLOUjU1XPo_jnBnLOy2IxOwBeCbkDxQ/viewform?usp=sf_link

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17

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18