



Guardian Angels Catholic Primary School

Social, Emotional and Mental Health (SEMH) Policy

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Date Agreed	
Chair of Governors (Signature)	Mary Higgins
Head Teacher (Signature)	Helen Milligan
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1.1 Statement of intent

This policy outlines the framework for Guardian Angels Catholic Primary School to meet its duty in providing and ensuring a high quality of education to all of its pupils, including pupils with social, emotional and mental health (SEMH) difficulties, and to do everything it can to meet the needs of pupils with SEMH difficulties.

Through the successful implementation of this policy, we aim to:

- Promote a positive outlook regarding pupils with SEMH difficulties.
- Eliminate prejudice towards pupils with SEMH difficulties.
- Promote equal opportunities for pupils with SEMH difficulties.
- Ensure all pupils with SEMH difficulties are identified and appropriately supported – minimising the risk of SEMH difficulties escalating into physical harm.

We will work with the LA with regards to the following:

- The involvement of pupils and their parents in decision-making
- The early identification of pupils' needs
- Collaboration between education, health and social care services to provide support when required
- Greater choice and control for pupils and their parents over their support

1. Legal framework

1.1. This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Children and Families Act 2014
- Health and Social Care Act 2012
- Equality Act 2010
- Education Act 2002
- Mental Capacity Act 2005
- Children Act 1989

1.2. This policy has been created with regard to the following DfE guidance:

- DfE (2018) 'Mental health and behaviour in schools'
- DfE (2016) 'Counselling in schools: a blueprint for the future'
- DfE (2015) 'Special educational needs and disabilities code of practice: 0 to 25'

2. Common SEMH difficulties

2.1. **Anxiety:** Anxiety refers to feeling fearful or panicked, breathless, tense, fidgety, sick, irritable, tearful or having difficulty sleeping. Anxiety can significantly affect a pupil's ability to develop, learn and sustain and maintain friendships. Specialists reference the following diagnostic categories:

- **Generalised anxiety disorder:** This is a long-term condition which causes people to feel anxious about a wide range of situations and issues, rather than one specific event.
- **Panic disorder:** This is a condition in which people have recurring and regular panic attacks, often for no obvious reason.
- **Obsessive-compulsive disorder (OCD):** This is a mental health condition where a person has obsessive thoughts (unwanted, unpleasant thoughts, images or urges that repeatedly enter their mind, causing them anxiety) and compulsions (repetitive behaviour or mental acts that they feel they must carry out to try to prevent an obsession coming true).
- **Specific phobias:** This is the excessive fear of an object or a situation, to the extent that it causes an anxious response such as a panic attack (e.g. school phobia).
- **Separation anxiety disorder:** This disorder involves worrying about being away from home, or about being far away from parents, at a level that is much more severe than normal for a pupil's age.
- **Social phobia:** This is an intense fear of social or performance situations.
- **Agoraphobia:** This refers to a fear of being in situations where escape might be difficult or help would be unavailable if things go wrong.

- 2.2. **Depression:** Depression refers to feeling excessively low or sad. Depression can significantly affect a pupil's ability to develop, learn or maintain and sustain friendships. Depression can often lead to other issues such as behavioural problems. Generally, a diagnosis of depression will refer to one of the following:
- **Major depressive disorder (MDD):** A pupil with MDD will show several depressive symptoms to the extent that they impair work, social or personal functioning.
 - **Dysthymic disorder:** This is less severe than MDD and characterised by a pupil experiencing a daily depressed mood for at least two years.
- 2.3. **Hyperkinetic disorders:** Hyperkinetic disorders refer to a pupil who is excessively easily distracted, impulsive or inattentive. If a pupil is diagnosed with a hyperkinetic disorder, it will be one of the following:
- **Attention deficit hyperactivity disorder (ADHD):** This has three characteristic types of behaviour: inattention, hyperactivity and impulsivity. While some children show the signs of all three characteristics, which is called 'combined type ADHD', other children diagnosed show signs of only inattention, hyperactivity or impulsiveness.
 - **Hyperkinetic disorder:** This is a more restrictive diagnosis but is broadly similar to severe combined type ADHD, in that signs of inattention, hyperactivity and impulsiveness must all be present. The core symptoms must also have been present from before the age of seven, and must be evident in two or more settings, e.g. at school and home.
- 2.4. **Attachment disorders:** Attachment disorders refer to the excessive distress experienced when a child is separated from a special person in their life, like a parent. Pupils suffering from attachment disorders can struggle to make secure attachments with peers. Researchers generally agree that there are four main factors that influence attachment disorders, these are:
- Opportunity to establish a close relationship with a primary caregiver.
 - The quality of caregiving.
 - The child's characteristics.
 - Family context.
- 2.5. **Eating disorders:** Eating disorders are serious mental illnesses which affect an individual's relationship with food. Eating disorders often emerge when worries about weight begin to dominate a person's life.
- 2.6. **Substance misuse:** Substance misuse is the use of harmful substances, e.g. drugs and alcohol.
- 2.7. **Deliberate self-harm:** Deliberate self-harm is a person intentionally inflicting physical pain upon themselves.

- 2.8. **Post-traumatic stress:** Post-traumatic stress is recurring trauma due to experiencing or witnessing something deeply shocking or disturbing. If symptoms persist, a person can develop post-traumatic stress disorder.

3. Roles and responsibilities

- 3.1. The school's leadership as a whole is responsible for:

- **Preventing mental health and wellbeing difficulties:** By creating a safe and calm environment, where mental health problems are less likely to occur, the leadership can improve the mental health and wellbeing of the school community and instil resilience in pupils. A preventative approach includes teaching pupils about mental wellbeing through the curriculum and reinforcing these messages in our activities and ethos.
- **Identifying mental health and wellbeing difficulties:** By equipping staff with the knowledge required, early and accurate identification of emerging problems is enabled.
- **Providing early support for pupils experiencing mental health and wellbeing difficulties:** By raising awareness and employing efficient referral processes, the school's leadership can help pupils access evidence-based early support and interventions.
- **Accessing specialist support to assist pupils with mental health and wellbeing difficulties:** By working effectively with external agencies, the school can provide swift access or referrals to specialist support and treatment.
- **Identifying and supporting pupils with SEND:** As part of this duty, the school's leadership considers how to use some of the SEND resources to provide support for pupils with mental health difficulties that amount to SEND.
- **Identifying where wellbeing concerns represent safeguarding concerns:** Where mental health and wellbeing concerns could be an indicator of abuse, neglect or exploitation, the school will ensure that appropriate safeguarding referrals are made in line with the **Child Protection and Safeguarding Policy**.

- 3.2. The **governing board** is responsible for:

- Fully engaging pupils with SEMH difficulties and their parents when drawing up policies that affect them.
- Identifying, assessing and organising provision for all pupils with SEMH difficulties, whether or not they have an EHC plan.
- Endeavouring to secure the special educational provision called for by a pupil's SEMH difficulties.
- Designating an appropriate member of staff to be the SENCO and coordinating provisions for pupils with SEMH difficulties.
- Taking all necessary steps to ensure that pupils with SEMH difficulties are not discriminated against, harassed or victimised.

- Ensuring arrangements are in place to support pupils with SEMH difficulties.
- Appointing an individual governor or sub-committee to oversee the school's arrangements for SEMH.

3.3. The **headteacher** is responsible for:

- Ensuring that those teaching or working with pupils with SEMH difficulties are aware of their needs and have arrangements in place to meet them.
- Ensuring that teachers monitor and review pupils' academic and emotional progress during the course of the academic year.
- Ensuring that the SENCO has sufficient time and resources to carry out their functions, in a similar way to other important strategic roles within the school.
- On an **annual** basis, carefully reviewing the quality of teaching for pupils at risk of underachievement, as a core part of the school's performance management arrangements.
- Ensuring that staff members understand the strategies used to identify and support pupils with SEMH difficulties.
- Ensuring that procedures and policies for the day-to-day running of the school do not directly or indirectly discriminate against pupils with SEMH difficulties.
- Establishing and maintaining a culture of high expectations and including pupils with SEMH difficulties in all opportunities that are available to other pupils.
- Consulting health and social care professionals, pupils and parents to ensure the needs of pupils with SEMH difficulties are effectively supported.
- Keeping parents and relevant staff up-to-date with any changes or concerns involving pupils with SEMH difficulties.
- Ensuring staff members have a good understanding of the mental health support services that are available in their local area, both through the NHS and voluntary sector organisations.

3.4. The **mental health lead / First Aider** is responsible for:

- Overseeing the whole-school approach to mental health, including how this is reflected in policies, the curriculum and pastoral support, how staff are supported with their own mental health, and how the school engages pupils and parents with regards to pupils' mental health and awareness.
- Collaborating with the SENCO, headteacher and governing board, as part of the SLT, to outline and strategically develop SEMH policies and provisions for the school.
- Coordinating with the SENCO and mental health support teams to provide a high standard of care to pupils who have SEMH difficulties.
- Being a key point of contact with external agencies, especially the mental health support services, the LA, LA support services and mental health support teams.

- Providing professional guidance to colleagues about mental health and working closely with staff members, parents and other agencies, including SEMH charities.
- Referring pupils with SEMH difficulties to external services, e.g. specialist children and young people's mental health services (CYPMHS), to receive additional support where required.
- Overseeing the outcomes of interventions on pupils' education and wellbeing.
- Liaising with parents of pupils with SEMH difficulties, where appropriate.
- Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Liaising with the potential future providers of education, such as **secondary school** teachers, to ensure that pupils and their parents are informed about options and a smooth transition is planned.

3.5. The **SENCO** is responsible for:

- Collaborating with the governing board, headteacher and the **mental health lead**, as part of the SLT, to determine the strategic development of SEMH policies and provisions in the school.
- Undertaking day-to-day responsibilities for the successful operation of the SEMH Policy.
- Supporting the **subject teachers** in the further assessment of a pupil's particular strengths and areas for improvement, and advising on the effective implementation of support.

3.6. Teaching staff are responsible for:

- Being aware of the signs of SEMH difficulties.
- Planning and reviewing support for their pupils with SEMH difficulties in collaboration with parents, the SENCO and, where appropriate, the pupils themselves.
- Setting high expectations for every pupil and aiming to teach them the full curriculum, whatever their prior attainment.
- Planning lessons to address potential areas of difficulty to ensure that there are no barriers to every pupil achieving their full potential, and that every pupil with SEMH difficulties will be able to study the full national curriculum.
- Being responsible and accountable for the progress and development of the pupils in their class.
- Being aware of the needs, outcomes sought and support provided to any pupils with SEMH difficulties.
- Keeping the relevant figures of authority up-to-date with any changes in behaviour, academic developments and causes of concern. The relevant figures of authority include: **SENCO/headteacher/subject leader**.

- 3.7. The school works in collaboration with Educational Psychologists who are trained professionals who act as a bridge between schools and mental health agencies.

4. Creating a supportive whole-school culture

- 4.1. Senior leaders will clearly communicate their vision for good mental health and wellbeing with the whole school community.
- 4.2. The school utilises various strategies to support pupils who are experiencing high levels of psychological stress, or who are at risk of developing SEMH problems, including:
 - Teaching about mental health and wellbeing through curriculum subjects such as:
 - PSHE / Jigsaw
 - RSE / Life to the Full
 - Counselling / Malaki
 - Positive classroom management / Beacon Behaviour Support
 - Developing pupils' social skills
 - Working with parents
 - Peer support
- 4.3. The school's **Behaviour Policy** includes measures to prevent and tackle bullying, and contains an individualised, graduated response when behaviour may be the result of mental health needs or other vulnerabilities.
- 4.4. The SLT ensures that there are clear policies and processes in place to reduce stigma and make pupils feel comfortable enough to discuss mental health concerns.
- 4.5. Pupils know where to go for further information and support should they wish to talk about their mental health needs or concerns over a peer's or family member's mental health or wellbeing.

5. Staff training

- 5.1. The SLT ensures that all teachers have a clear understanding of the needs of all pupils, including those with SEMH needs.
- 5.2. The SLT promotes CPD to ensure that staff can recognise common symptoms of mental health problems, understand what represents a concern, and know what to do if they believe they have spotted a developing problem.

- 5.3. Clear processes are in place to help staff who identify SEMH problems in pupils escalate issues through clear referral and accountability systems.

6. Identifying signs of SEMH difficulties

- 6.1. The school is committed to identifying pupils with SEMH difficulties at the earliest stage possible.
- 6.2. Staff are trained to know how to identify possible mental health problems and understand what to do if they spot signs of emerging difficulties.
- 6.3. When the school suspects that a pupil is experiencing mental health difficulties, the following staged approach is employed:

Stage 3	SENCo/Pastoral manager to liaise with external agencies Long term difficulties which have been monitored over time	<ul style="list-style-type: none"> • Referrals to external agencies • Multi agency meetings • Discussions with SLT • Parental involvement
Stage 2 – Consistent SEMH behaviours seen for pupils with or without SEND. Strategies have already been implemented from stage 1	Refer to SENCo or Pastoral manager who will support or put in intervention.	<ul style="list-style-type: none"> • Intervention in nurture group • Small group intervention • Pastoral sessions • Meeting with parents • Possible referrals • Suggested visit to GP
Stage 1 – SEMH causes concern to teacher.	<p>Teacher looks at the barriers to learning and determines the context and conditions in which the child/young person displays inappropriate behaviour.</p> <p>Class teacher and/or teaching assistant to support or put in intervention.</p> <p>Monitor through SIMS/My concern to track pupils</p> <p>Use the booklet of suggested resources</p>	<ul style="list-style-type: none"> • Daily feelings booklet • Giving children responsibilities or jobs • Acknowledge their feelings “I can see that you’re upset, but we do have to follow the rules” • TA support – informal chats at the end of lunch or end of the day • Praise or reward charts specific to them • Scale system for children to score themselves

- 6.4. Staff members understand that persistent mental health difficulties can lead to a pupil developing SEND. If this occurs, the **headteacher** ensures that correct provisions are implemented to provide the best learning conditions for the pupil, such as providing school counselling.

Both the pupil and their parents are involved in any decision-making concerning what support the pupil needs.

- 6.5. Where appropriate, the **headteacher** asks parents to give consent to their child's GP to share relevant information regarding SEMH with the school.
- 6.6. Where possible, the school is aware of any support programmes GPs are offering to pupils who are diagnosed with SEMH difficulties, especially when these may impact the pupil's behaviour and attainment at school.
- 6.7. Poor behaviour is managed in line with the school's **Behavioural Policy**.
- 6.8. Staff members will observe, identify and monitor the behaviour of pupils potentially displaying signs of SEMH difficulties; however, **only medical professionals** will make a diagnosis of a mental health condition.
- 6.9. Pupils' data is reviewed by the **SLT** in pastoral meetings so that patterns of attainment, attendance or behaviour are noticed and can be acted upon if necessary.
- 6.10. An effective pastoral system is in place so that every pupil is well known by at least **one** member of staff, who can spot where disruptive or unusual behaviour may need investigating and addressing.
- 6.11. Staff members are mindful that some groups of pupils are more vulnerable to mental health difficulties than others; these include LAC, pupils with SEND and pupils from disadvantaged backgrounds.
- 6.12. Staff members are aware of the signs that may indicate if a pupil is struggling with their SEMH. The signs of SEMH difficulties may include, but are not limited to, the following list:
 - Anxiety
 - Low mood
 - Being withdrawn
 - Avoiding risks
 - Unable to make choices
 - Low self-worth
 - Isolating themselves
 - Refusing to accept praise
 - Failure to engage
 - Poor personal presentation
 - Lethargy/apathy
 - Daydreaming

- Unable to make and maintain friendships
- Speech anxiety/reluctance to speak
- Task avoidance
- Challenging behaviour
- Restlessness/over-activity
- Non-compliance
- Mood swings
- Impulsivity
- Physical aggression
- Verbal aggression
- Perceived injustices
- Disproportionate reactions to situations
- Difficulties with change/transitions
- Absconding
- Eating issues
- Lack of empathy
- Lack of personal boundaries
- Poor awareness of personal space

7. Adverse childhood experiences (ACEs) and other events that impact pupils' SEMH

7.1. The balance between risk and protective factors is disrupted when traumatic events happen in pupils' lives, such as the following:

- **Loss or separation:** This may include a death in the family, parental separation, divorce, hospitalisation, loss of friendships, family conflict, a family breakdown that displaces the pupil, being taken into care or adopted, or parents being deployed in the armed forces.
- **Life changes:** This may include the birth of a sibling, moving house, changing schools or transitioning between schools.
- **Traumatic experiences:** This may include abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- **Other traumatic incidents:** This may include natural disasters or terrorist attacks.

7.2. Some pupils may be susceptible to such incidents, even if they are not directly affected. For example, pupils with parents in the armed forces may find global disasters or terrorist incidents particularly traumatic.

7.3. The school supports pupils when they have been through ACEs, even if they are not presenting any obvious signs of distress – early help is likely to prevent further problems.

- 7.4. Support may come from the school's existing support systems or via specialist staff and support services.

8. SEND and SEMH

- 8.1. The school recognises it is well-placed to identify SEND at an early stage and works with partner agencies to address these needs. The school's full SEND identification and support procedures are available in the **SEND Policy**.
- 8.2. Where pupils have certain types of SEND, there is an increased likelihood of mental health problems. For example, children with autism or learning difficulties are significantly more likely to experience anxiety.
- 8.3. Early intervention to address the underlying causes of disruptive behaviour includes an assessment of whether appropriate support is in place to address the pupil's SEND.
- 8.4. The headteacher considers the use of a multi-agency assessment for pupils demonstrating persistently disruptive behaviour. These assessments are designed to identify unidentified SEND and mental health problems, and to discover whether there are housing or family problems that may be having an adverse effect on the pupil.
- 8.5. The school recognises that not all pupils with mental health difficulties have SEND.
- 8.6. The graduated response is used to determine the correct level of support to offer (this is used as good practice throughout the school, regardless of whether or not a pupil has SEND).
- 8.7. All staff understand their responsibilities to pupils with SEND, including pupils with persistent mental health difficulties.
- 8.8. The SENCO ensures that staff understand how the school identifies and meets pupils' needs, provides advice and support as needed, and liaises with external SEND professionals as necessary.

9. Risk factors and protective factors

- 9.1. There are a number of risk factors beyond being part of a vulnerable group that are associated with an increased likelihood of SEMH difficulties, these are known as risk factors. There are also factors associated with a decreased likelihood of SEMH difficulties, these are known as protective factors.

9.2. The table below displays common risk factors for SEMH difficulties (as outlined by the DfE) that staff remain vigilant of, and the protective factors that staff look for and notice when missing from a pupil:

	Risk factors	Protective factors
In the pupil	<ul style="list-style-type: none"> • Genetic influences • Low IQ and learning disabilities • Specific development delay or neuro-diversity • Communication difficulties • Difficult temperament • Physical illness • Academic failure • Low self-esteem 	<ul style="list-style-type: none"> • Secure attachment experience • Outgoing temperament as an infant • Good communication skills and sociability • Being a planner and having a belief in control • Humour • A positive attitude • Experiences of success and achievement • Faith or spirituality • Capacity to reflect
In the pupil's family	<ul style="list-style-type: none"> • Overt parental conflict including domestic violence • Family breakdown (including where children are taken into care or adopted) • Inconsistent or unclear discipline • Hostile and rejecting relationships • Failure to adapt to a child's changing needs • Physical, sexual, emotional abuse, or neglect • Parental psychiatric illness • Parental criminality, alcoholism or personality disorder • Death and loss – including loss of friendship 	<ul style="list-style-type: none"> • At least one good parent-child relationship (or one supportive adult) • Affection • Clear, consistent discipline • Support for education • Supportive long-term relationships or the absence of severe discord
In the school	<ul style="list-style-type: none"> • Bullying including online (cyber bullying) • Discrimination • Breakdown in or lack of positive friendships • Deviant peer influences • Peer pressure • Peer-on-peer abuse • Poor pupil-to-teacher/school staff relationships 	<ul style="list-style-type: none"> • Clear policies on behaviour and bullying • Staff behaviour policy (also known as code of conduct) • 'Open door' policy for children to raise problems • A whole-school approach to promoting good mental health • Good pupil-to-teacher/school staff relationships • Positive classroom management • A sense of belonging • Positive peer influences • Positive friendships

		<ul style="list-style-type: none"> • Effective safeguarding and child protection policies. • An effective early help process • Understand their role in, and are part of, effective multi-agency working • Appropriate procedures in place to ensure staff are confident enough to raise concerns about policies and processes and know they will be dealt with fairly and effectively
In the community	<ul style="list-style-type: none"> • Socio-economic disadvantage • Homelessness • Disaster, accidents, war or other overwhelming events • Discrimination • Exploitation, including by criminal gangs and organised crime groups, trafficking, online abuse, sexual exploitation and the influences of extremism leading to radicalisation • Other significant life events 	<ul style="list-style-type: none"> • Wider supportive network • Good housing • High standard of living • High morale school with positive policies for behaviour, attitudes and anti-bullying • Opportunities for valued social roles • Range of sport/leisure activities

10. Stress and mental health

10.1. The school recognises that short-term stress and worry is a normal part of life and that most pupils will face mild or transitory changes that induce short-term mental health effects. Staff are taught to differentiate between 'normal' stress and more persistent mental health problems.

11. SEMH intervention and support

11.1. The curriculum for PSHE / Jigsaw focusses on promoting pupils' resilience, confidence and ability to learn.

11.2. Positive classroom management and working in small groups is utilised to promote positive behaviour, social development and high self-esteem.

11.3. School-based counselling is offered to pupils who require it.

11.4. Relevant external services are utilised where appropriate.

11.5. A child psychologist is made available where a pupil requires such services.

11.6. The school develops and maintains pupils' social skills, for example, through one-to-one and small group social skills training.

- 11.7. Where appropriate, parents have a direct involvement in any intervention regarding their child.
- 11.8. When in-school intervention is not appropriate, referrals and commissioning support will take the place of in-school interventions. The school will continue to support the pupil as much as possible throughout the process.
- 11.9. Through the curriculum, pupils are taught how to:
- Build self-esteem and a positive self-image.
 - Foster the ability to self-reflect and problem-solve.
 - Protect against self-criticism and social perfectionism.
 - Foster self-reliance and the ability to act and think independently.
 - Create opportunities for positive interaction with others.
 - Get involved in school life and related decision-making.
- 11.10. For pupils with more complex problems, additional in-school support includes:
- Supporting the pupil's teacher to help them manage the pupil's behaviour.
 - Additional educational one-to-one support for the pupil.
 - One-to-one therapeutic work with the pupil delivered by mental health specialists.
 - Seeking professional mental health recommendations regarding medication.
 - Family support and/or therapy where recommended by mental health professionals.

12. Suicide concern intervention and support

- 12.1. Where a pupil discloses suicidal thoughts or a teacher has a concern about a pupil, teachers should:
- Listen carefully, remembering it can be difficult for the pupil to talk about their thoughts and feelings.
 - Respect confidentiality, only disclosing information on a need-to-know basis.
 - Be non-judgemental, making sure the pupil knows they are being taken seriously.
 - Be open, providing the pupil a chance to be honest about their true intentions.
 - Supervise the pupil closely whilst referring the pupil to the **DSL** for support.

- Record details of their observations or discussions and share them with the **DSL**.
- 12.2. Once suicide concerns have been referred to the **DSL**, local safeguarding procedures are followed and the pupil's parents are contacted.
- 12.3. Medical professionals, such as the pupil's GP, are notified as needed.
- 12.4. The **DSL** and any other relevant staff members, alongside the pupil and their parents, work together to create a safety plan outlining how the pupil is kept safe and the support available.
- 12.5. Safety plans:
- Are always created in accordance with advice from external services and the pupil themselves.
 - Are reviewed regularly by the **DSL**.
 - Can include reduced timetables or dedicated sessions with counsellors.

13. Working with parents

- 13.1. The school works with parents wherever possible to ensure that a collaborative approach is utilised which combines in-school support with at-home support.
- 13.2. The school ensures that pupils and parents are aware of the mental health support services available from the school.
- 13.3. Parents and pupils are expected to seek and receive support elsewhere, including from their GP, NHS services, trained professionals working in CYPMHS, voluntary organisations and other sources.

14. Administering medication

- 14.1. The full arrangements in place to support pupils with medical conditions requiring medication can be found in the school's **Supporting Pupils with Medical Conditions Policy** and the **Administering Medication Policy**.
- 14.2. Staff know what medication pupils are taking, and how it should be stored and administered.

15. Behaviour and exclusions

- 15.1. When exclusion is a possibility, the school considers contributing factors, which could include mental health difficulties.

- 15.2. Where there are concerns over behaviour, the school carries out an assessment to determine whether the behaviour is a result of underlying factors such as undiagnosed learning difficulties, speech and language difficulties, child protection concerns or mental health problems.
- 15.3. Where underlying factors are likely to have contributed to the pupil's behaviour, the school considers whether action can be taken to address the underlying causes of the disruptive behaviour, rather than issue an exclusion. If a pupil has SEND or is a looked-after child, permanent exclusion will only be used as a last resort.
- 15.4. In all cases, the school balances the interests of the pupil against the mental and physical health of the whole school community.