

**Following the SEMH Audit in January 2023 there has been a number of recommendations implemented across the trust / St Stephens Community Academy as follows:**

- Mental and emotional health has become a cultural priority at our academy schools. There is a critical relationship between emotional wellbeing and mental health, and the impact these two factors can have on learning and personal development is becoming more prevalent.
- PACE training for teachers / HLTA's / LSA's across the trust was led by SEN Services Autumn 2023. This has given staff a deeper insight into childhood trauma, neglect, attachment issues and the impact these have on the observed behaviours of pupils in our schools. Training has provided invaluable tools, resources and approaches aimed at transforming the culture and climate of each setting for us to support the mental health and wellbeing of our pupils.
- Team Teach training for relevant staff - significant focus on de-escalation. Training really focusses on behaviour as a communication and links with the TIS / PACE approach as much as possible.
- All schools are providing our pupils with both internal and external assemblies, workshops and quality lessons to build pupil's awareness of their own mental health and wellbeing and that of their peers.
- Dedicated mental health and wellbeing - 'Wellbeing Champion' in schools who support the alignment of mental health with school improvement efforts.
- Family Support Advisors support parents / carers in any means possible from signposting to agencies, running groups and supporting at meetings both in school or with agencies. They are on hand to offer financial advice, bereavement support as well as pastoral support for any pupil or parent / carer that needs to talk. Parental mental health has a huge impact on pupils' ability to manage and cope with home / domestic situation and parent stability.
- Review of PHSE curriculum to ensure that teaching and learning address the following:
  - The benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on pupils and others' mental and physical wellbeing.
  - The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, or other forms of regular exercise. Also, the risks associated with an inactive lifestyle (including obesity).
  - What constitutes a healthy diet and the characteristics of a poor diet and risks associated with unhealthy eating (e.g. obesity and tooth decay) and other behaviours (e.g. the impact of poor diet on health and ability to manage learning and wellbeing).
  - The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and the ability to learn and concentrate.
  - Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- Penhaligan's Friends - support for pupils and their families who have experienced the death of someone significant or is experiencing the anticipated death of a family member due to terminal illness.

**St Stephens Community Academy:**

- Mental Health Education Practitioner has run whole class sessions on 'Decider skills' for 2 classes - ongoing positive impact of this identified by teachers, parents and pupils. Whole staff training (Nov 23) to share programme contents and insight into SEMH needs. Ongoing support for individual

pupils and small groups throughout the year booked. New MHEP is running a 6-week course on building self-esteem for a small group of KS2 pupils.

- Provision for weekly MHEP/ Lego Therapy - this is regularly reviewed and monitored on a rotation basis of need - waiting lists and pastoral team discussions re priority for support.
- Fun-Fit groups run weekly predominately for fine / gross motor skills but has also helped pupils with team building skills and working with peers in a positive manner.
- TIS sessions using 3 x trained practitioners – some pupils daily ‘catch-ups’, but also weekly timetabled sessions for some individuals or as required when a pupil is dysregulated or has asked for support e.g. in response to a VIST, teacher request due to change in circumstances, incidents that occur.
- Child in Care (CiC) support for 2 x individuals – at times daily ‘catch-ups’, weekly reviews or as required. PEP meetings termly with supporting professionals and the Designated Teacher.
- Music therapy sessions with Kari Gilbert / Cornwall Music Trust for identified individuals both small groups / individuals (including ARB pupils) for a range of instruments. We have arranged for PPG, CiC, EHCP pupils to access this free through Cornwall Music Trust’s funding support to ensure that this is accessible for all pupils who need this or to extend their life experiences. Pupils find that music is calming and supportive of their mental health. Drumming is a favourite for those with high emotional needs as a release of frustration as well as improving their confidence and ability to express themselves.
- Boxall Profiles / Strength & Difficulties Questionnaires (SDQ) completed for pupils displaying difficulties – completed by teacher, and parents. These are reviewed termly (in line with provision maps) and shared with TIS practitioner so sessions are tightly focussed.
- Large order made (£1,000) for additional resources to support SEMH needs – these are regularly used by individuals and to add to resources in the TIS room.
- Classes have either whole class emotional literacy resources or more bespoke visuals/ cards for individuals.
- Feelings thermometers in all classrooms (KS1 / 2 versions) for pupils to indicate how they are feeling. For some pupils, an individual feelings fans is used to identify / display how they are feeling more discretely to teachers / LSA / TIS practitioner.
- SPACE/ MHEP/ Sleep workshops for parents are promoted widely.