

Hanley St Luke's Church of England Academy

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SEMH POLICY

Date adopted	May 2026
Date last reviewed	May 2026
Next review date	May 2027
Subject lead	Emma Facey /Emma Barlow
Governor/Committee (where applicable)	For all

Introduction:

At Hanley St. Luke's Church Of England Academy we strive to ensure that all children are treated fairly and feel happy, safe and secure. We strive to create an atmosphere where all children feel uniquely special as members of God's family and are able to understand, recognise, uphold and promote the values of honesty, courtesy, kindness, perseverance and respect. Our work is underpinned by our vision:

Jesus said: 'I have come that they may have life and have it to the full.'

Promoting **life-long learning**
Developing **life-giving relationships**
Exploring **life-enhancing faith**
Inspiring **life-enriching aspiration**
Opportunities for Life

At Hanley St Luke's we promote honesty, courtesy, kindness, perseverance and respect. We recognise that positive emotional wellbeing is essential for effective learning, healthy relationships and personal development.

We believe that all behaviour communicates a need and that early support, strong relationships and inclusive practice are central to promoting positive mental health and wellbeing.

This policy operates alongside the following policies:

Behaviour Policy
Child Protection and Safeguarding Policy
SEND Policy
Attendance Policy

Equality Statement

Policy Aims:

- To promote positive emotional wellbeing for all pupils.
- To create a safe, inclusive and emotionally supportive environment.
- To identify pupils experiencing SEMH difficulties early and provide appropriate support.
- To develop resilience, self-regulation and positive relationships.
- To ensure pupils with SEMH needs can access learning successfully.
- To work collaboratively with families and external agencies to improve outcomes for pupils.
- To promote a culture where children feel safe, listened to and valued.

Our Rules

- Be Ready
- Be Responsible
- Be Safe

Our Values

- Honesty
- Courtesy
- Kindness
- Perseverance
- Respect

SEMH Provision and Support

Support for SEMH is delivered through high-quality relationships, adaptive classroom practice and targeted interventions.

Approaches used across school include:

- Emotion Coaching
- Zones of Regulation strategies
- Time to Talk
- Emotional check-in stations
- Visual supports and communication aids
- Sensory Circuits
- Drawing and Talking
- MindUp!
- Social Steps
- Forest School
- Nurture Breakfast
- Cool Kids and Cool Characters
- The Zen Den sensory room
- Mental Health Support Team (MHST) sessions

Where appropriate, pupils may receive additional support through pastoral intervention, SEND support plans, external agency involvement, MHST support or bespoke transition packages.

Prevention and Early Identification

We recognise the importance of early identification and preventative support. Staff are trained to identify changes in behaviour, presentation, attendance, emotional regulation and engagement that may indicate SEMH needs.

Preventative approaches include:

- A positive and inclusive school culture
- Strong relationships with trusted adults
- PSHE curriculum
- Mental health and wellbeing education
- Consistent behaviour systems
- Pupil voice opportunities
- Emotion coaching approaches
- Family support and communication
- Staff CPD in SEMH, trauma-informed practice and regulation strategies
- Referrals to MHST and Staywell
- Earliest help, and early help.

Roles and Responsibilities

Governing Body

The governing body supports the strategic development of SEMH provision and monitors the effectiveness of support for pupils' wellbeing and mental health.

Headteacher

The Headteacher is responsible for ensuring this policy is implemented effectively and that SEMH support remains a priority across the school. The Headteacher ensures staff receive appropriate training and that pupils feel safe, supported and included.

SENCO and Mental Health Lead The SENCO and Mental Health Lead oversee SEMH provision, coordinate support and liaise with families and external agencies. They support staff in implementing strategies and monitor the impact of interventions.

Staff

All staff are responsible for promoting positive emotional wellbeing, building supportive relationships and implementing agreed SEMH strategies consistently. Staff should identify concerns early and communicate appropriately with safeguarding, pastoral and SEND teams.

Parents/carers

Parents and carers play an important role in supporting children's emotional wellbeing. The school values open communication and collaborative working to ensure pupils receive consistent support.

Pupils

Pupils are encouraged to talk to trusted adults if they are worried or upset and to show kindness, respect and empathy towards others.

External Agencies

- Mental Health Support Team (MHST)
- Staywell
- CAMHS
- Educational Psychology
- Early Help
- Social Care
- SEND Support Services

Staff Training and Development

Staff receive ongoing CPD to strengthen SEMH practice, including:

- Emotion Coaching
- Trauma-informed approaches
- Sensory regulation strategies
- Mental health awareness
- Adaptive teaching and inclusive practice

Monitoring and Review

SEMH provision is monitored through:

- Pupil voice
- Attendance and behaviour analysis
- Safeguarding monitoring
- Learning walks and observations
- Parent feedback
- Intervention reviews

This policy will be reviewed annually by school leaders and governors.

Useful contacts and Resources

- Mental Health Support Team (MHST)
- Stoke-on-Trent Local Offer
- Childline
- NSPCC
- Young Minds
- Staywell