



# Information About Social, Emotional, Behavioural and Mental Health Difficulties Flyer



As you are aware children, from time to time, need additional help for personal, social, emotional, behavioural and mental health difficulties. In consultation with parents/carers we will support all children with additional needs ensuring early help planning is effective.

## Your child may need support with a variety of things such as:

- Attendance
- Attention and listening skills
- Low self-esteem
- Managing anger and self-regulation
- Forming and maintaining relationships
- Depression
- Bereavement
- Life outside school

## Additional Support

Your child may benefit from in school and external support from:

- Health Care Plan
- Behaviour support and the District inclusion partnership
- Playground support
- Early Help support
- Family Support
- Nurture
- Counselling
- Educational psychologist
- School nurse,
- CAMHS (child and adolescents mental health service),
- Special Educational Needs Support
- Hearing Impairment Unit,
- PDS (Physical disability support)
- Occupational therapy,
- Speech and Language,
- Dyslexia centre,
- Midland Psychology
- Autism outreach
- Parent partnership and ACT, accessing communication through technology in the classroom assessment team.

*Please note, except in the case of some child protection issues, we will always communicate with parent/carers regarding ANY concerns we have and will always seek consent for referrals made to external agencies.*



## CHALLENGING BEHAVIOUR

We believe in supporting children to be well, happy and rounded individuals with good self regulation, mental health and wellbeing. From time to time children may, for a variety of reasons, have behaviour issues and we will always offer a range of support, working with parents and see permanent exclusion as a last resort.



**My Child is having behavioural difficulties:** The schools sanction system is clearly structured to help children understand the effect and consequences of their actions and is planned in such a way that children are enabled the opportunity to reflect on the impact of their actions in order to modify them.



## Choices Have Consequences

Stage	Visual	Sanction
1		Your teacher will look at you to let you know you are behaving in a way which you shouldn't.
2		Your teacher will have a quiet word about what you are doing, they may come and stand by you to provide a reminder.
		Your name starts on a green each day. You may need a verbal reminder and need to move your name to an exclamation. Hopefully you will not move to a yellow or get a red.
3		If you choose to ignore reminders you will move your name to an exclamation mark and you will receive a verbal warning.
4		If you continue to ignore the verbal warning you will receive a yellow card which means you will lose 15 minutes of your lunch and have to reflect on what you have done in the form of a reflection sheet. A sticker will go into your diary and this will be recorded.
5		If you continue to behave in a way you have been asked not to or you repeat poor behaviours you will receive a second yellow card which means you will lose a further 15 minutes of your lunch and have to reflect on what you have
		If you do something which affects your safety or the safety of another person you will be given an instant red card, you will also be given a red card if you are disrespectful to an adult or break a non negotiable rule. You will see the Deputy or Headteacher and your teacher will send a letter home and put a sticker in your diary. This will be recorded.
		If you receive 3 red cards in for similar or concerning behaviours we will contact parents and organise a meeting to help you improve your behaviour with a behaviour chart to help and some in school intervention support.
		If behaviours do not improve you will have a 3 day break and lunchtime exclusion to reflect on your behaviours and we will meet with your parents in order help you we will have a special behaviour plan, continued in school intervention support.
		If behaviours do not improve you will have a 5 day break and lunchtime exclusion, we will continue to work with your parents, offer in school intervention support we will access to behaviour support services.
		If behaviours do not improve you will have a 3 day internal exclusions (which includes missing break, lunchtime and you will have lessons in isolation.).
		If behaviours do not improve you will have a 5 day internal exclusions (which includes missing break, lunchtime and you will have lessons in isolation.).
		If behaviours do not improve we will apply a fixed period exclusion which can be up to 5 days.
		If behaviours do not improve a fixed period exclusion will be repeated.
		A permanent exclusion will be applied.

School reserves the right to, in consultation with your parents to accelerate or slow this process on each individual case.

We are unable to share with parents the outcomes and interventions for other children with concerned parents but please rest assured that everything is being done to support our children to modify their behaviours, in consultation with parents and agencies to enable effective citizenship for the future.