Graduated Approach

Social, Emotional and Mental Health

Social, Emotional & Mental Health Needs (SEMH)

The children and young people to whom this guidance relates will present with a range of features of social, emotional and mental health difficulties which impact on their learning and social inclusion. Individual pupils may display a range of these features which will vary in severity and intensity and which change over time. It is not expected that any pupils will match all the descriptors listed below. The descriptors may be used to support the identification and assessment of the needs of an individual pupil. It is imperative that the school has an inclusive environment and culture and demonstrates that each pupil's needs are of paramount importance. The voice of the pupil and family must be identified at an early stage and support given by the school and other agencies to the family to enable them to support outcomes and their child at home.

From September 2019 OFSTED has introduced a 'behaviour and attitudes' judgement which will assess whether leaders are creating a calm and orderly environment, where bullying is tackled effectively by leaders when it occurs. As the severity of mental health difficulties increases, the impact on the child's functioning and ability to access educational environments and activities increases as they move through the ranges.

Social
Pupil may:
- Be socially vulnerable, withdrawn or isolated within their peer group
- Have immature social skills, or may not have had the opportunity to develop resilience and positive social and emotional skills needed within a whole school environment
- Follow some but not all school rules/routines in the school environment
- Have difficulties in social interactions/relationships with both adults and peers
- Have difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance
- Struggle to maintain positive relationships with peers and adults
- Be slow to develop age appropriate self-care skills due to levels of maturity or degree of learning difficulties
- Refuse to engage, be abusive towards staff and peers, may present as disengaged with the curriculum and routines of the school
- Damage property

Emotional
Pupil may:
- Show signs of stress and anxiety and/or difficulties managing their emotions

- Have difficulty identifying their emotions or triggers and may need support to self-regulate, or self-regulate in self-harming or anti-social ways
- Have fluctuating moods which might indicate depression or boredom, or heightened states such as excitement or hyperactivity and be unable to prevent these from affecting their ability to positively socially interact with their peers
- Exhibit crises which may be one off, prolonged or regular responses to anxiety, or they may be learned responses to undesired or stressful situations
- Be at risk of leaving the school premises or absconding during the school day
- Show patterns of stress or anxiety related to a specific context or a specific time of the day
- Have difficulties expressing empathy or be emotionally detached
- Engage in high risk-taking activities both at school and within the community
- Need to be in control exhibiting bullying behaviours either as victim or perpetrator
- Be over-friendly or withdrawn with strangers and at risk of exploitation
- Be provocative in appearance and behaviour, and there could be evidence of over sexualised language or behaviours. This is not blaming the pupil but describing what they might present as a result of their SEMH

Mental Health
Pupil may:
- Be unpredictable and may exhibit patterns of behaviour that impact on learning and inclusion
- Be disruptive or overactive and lack concentration in the classroom setting
- Be under assessment for mental health difficulties; acute anxiety or attachment needs may have been identified
- Have a tendency to hurt others, self or animals
- Have issues around identity and belonging
- Experience acute anxiety, fear, isolation, bullying or harassment, leading to controlling behaviours
- Present with self-harming behaviour
- Have attempted suicide
- Engage in persistent substance abuse

Presenting behaviour may also include:
- A preference for own agenda and reluctance to follow instruction
- Presenting with different behaviour with different members of staff
- Patterns of regular school absence
- Disengaged from learning and significantly under-performing

- Verbally and physically aggressive
- Subject to neglect, with basic needs unmet or they may be preoccupied with hunger, illness, lack of sleep
- Identified as being at risk of CSE

The school will need to demonstrate that the provision, systems and training that are in place are effective in meeting the needs of pupils with SEMH. Consistency of approach in supporting positive behaviour is essential. Communication between staff and joint strategies in a behaviour/personalised plan must be in evidence. The school must have a graduated response to working with pupils with SEMH so that low level behaviour does not escalate into high level behaviours too quickly thus causing an inappropriate response.

RESOURCES AVAILABLE TO SCHOOLS:
<u>iCAMHS</u>
The iCAMHS training is delivered by mental health professionals working within Community CAMHS. The training covers a range of basic Child and Adolescent Mental Health information useful for all professionals but particularly those working in the school environment. The information covered includes:

- Risk and protective factors
- Child development models
- Attachment styles
- Mental Health problems, disorders and interventions
  We aim to relate the theory to participants' workplace and practice.

This training package consists of four x one and a half hour sessions and can be undertaken in twilight sessions or delivered in one full day of training. It can be commissioned by a school, or part of a school, to be delivered in the workplace. We also run iCAMH as a stand-alone course, which can be accessed by individual staff members. For further information and enquiries please contact;
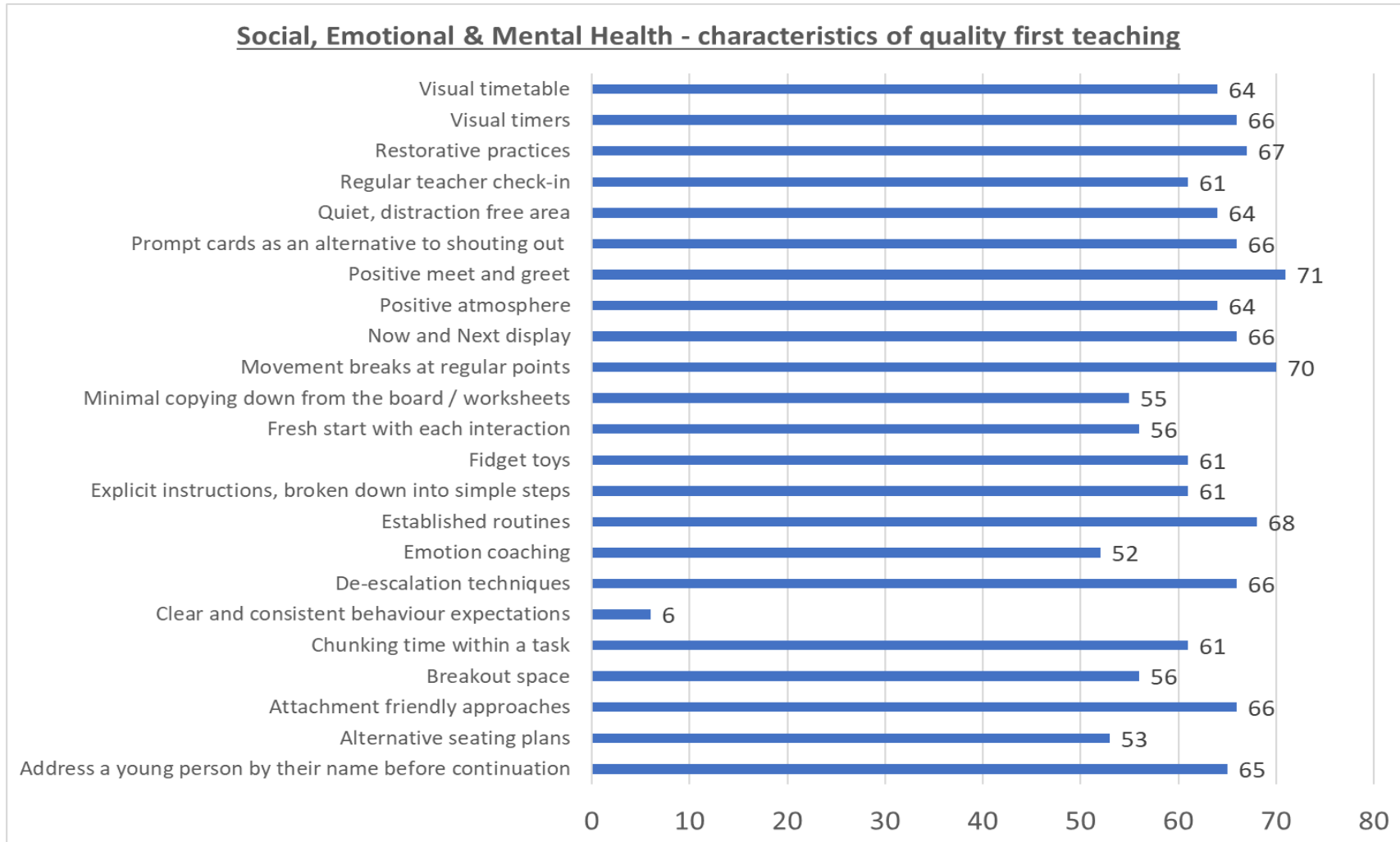CAMHS.Training@stft.nhs.uk

Social Emotional and Mental Health (SEMH) Needs
Range Descriptors Overview

Quality First Teaching Range 1 Mild	• Children will have been identified as presenting with some low-level features of behaviour, emotional, social difficulties • They may sometimes appear isolated, have immature social skills, be occasionally disruptive in the classroom setting, be overactive and lack concentration • They may follow some but not all school rules/routines around behaviour in the school environment • They may experience some difficulties with social /interaction skills • They may show signs of stress and anxiety and/or difficulties managing emotions on occasions
Initial Support Range 2 Mild - Moderate	Difficulties identified at range 1 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 interventions being in place. • SEMH continues to interfere with pupil's social/learning development across a range of settings and pupil does not follow routines in school consistently • Pupil is beginning to be at risk of exclusion and may have continued difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupil may have become socially and emotionally vulnerable, withdrawn, isolated, and unpredictable patterns of behaviour that impact on learning may be beginning to emerge • Pupil may show patterns of stress/anxiety related to specific times of the day • Pupil may have a preference for own agenda and be reluctant to follow instructions • Pupil may have begun to experience short term behavioural crises
SEND Support Range 3 Moderate	Difficulties identified at range 2 continue/worsen and there has been no significant measured change in the target behaviour/social skill despite quality first teaching and range 1 and 2 interventions being in place. • SEMH interfere more frequently with pupil's social/learning development across a range of settings and pupil does not follow routines in school without adult support • Pupil may have experienced fixed term exclusion and more sustained difficulties in social interactions/relationships with both adults and peers, including difficulties managing a range of emotions • Pupil remains socially and emotionally vulnerable, withdrawn, isolated, and susceptible to unpredictable patterns of behaviour that impact on learning • Pupil patterns of stress/anxiety related to specific times of the day have become more common • Pupil may have a preference for own agenda and may be reluctant to follow instructions • Short-term behavioural crises have become more frequent and are more intense

Enhanced SEND Support Range 4 Significant	Pupil continues to present with significant and persistent levels of behaviour, emotional, social difficulties which are now more complex, and which necessitate a multi-agency response • Pupil is more likely to have experienced fixed term exclusion from school • Pupil does not have the social and emotional skills needed to cope in a mainstream environment without adult support for a significant proportion of the school day • Significant and increasing difficulties with social interaction, social communication and social understanding which regularly impact on classroom performance • Pupil is increasingly isolated and struggles to maintain positive relationships with adults or peers • Careful social and emotional differentiation of the curriculum is essential to ensure access to the curriculum and progress with learning

Quality First Teaching – Range 1

Schools in Stoke-on-Trent were surveyed to better understand what quality first teaching looked like with regards to Social, Emotional and Mental Health, the following graph (see below) shows the range of support on offer and that 'positive meet and greet; 'movement breaks at regular points', 'model meaning' and 'established routines' are the top strategies used.

Social, Emotional & Mental Health - characteristics of quality first teaching

Characteristic	Value
Visual timetable	64
Visual timers	66
Restorative practices	67
Regular teacher check-in	61
Quiet, distraction free area	64
Prompt cards as an alternative to shouting out	66
Positive meet and greet	71
Positive atmosphere	64
Now and Next display	66
Movement breaks at regular points	70
Minimal copying down from the board / worksheets	55
Fresh start with each interaction	56
Fidget toys	61
Explicit instructions, broken down into simple steps	61
Established routines	68
Emotion coaching	52
De-escalation techniques	66
Clear and consistent behaviour expectations	6
Chunking time within a task	61
Breakout space	56
Attachment friendly approaches	66
Alternative seating plans	53
Address a young person by their name before continuation	65

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as Attention Deficit Disorder, Attention Deficit Hyperactive Disorder or Attachment Disorder.

Initial Support – Range 2

NEEDS and CHALLENGES	• CYP experiencing challenges transitioning into an educational setting
ASSESS	• Boxall Profile • Anna Freud Wellbeing checklist • Neurodiversity checklist
PLAN and DO	• Nurture room • Emotional Literacy • Meet and greet • Emotion Coaching • Young Minds Evidence for Learning Recovery Curriculum www.evidenceforlearning.net/recoverycurriculum/#mentalhealth
EXPECTED OUTCOMES / REVIEW	• Increased access to learning • Improved emotional regulation

NEEDS and CHALLENGES	Staff emotional wellbeing
ASSESS	- Whole school framework for supporting staff wellbeing available at: www.mentallyhealthyschools.org.uk - Designated Lead for Mental Health in school This designated lead will: - oversee the help the school gives to pupils with mental health problems - help staff to spot pupils who show signs of mental health problems - offer advice to staff about mental health refer children to specialist services if they need to
PLAN and DO	**Whole School Approach:** - Access to peer supervision and mentoring - Informal advice sessions - Sharing of good practice and the opportunity for peer observation - Training and coaching opportunities within school/MATs and across the city - Promote wider activities that link to other services and the wider community which promote physical and emotional wellbeing
EXPECTED OUTCOMES / REVIEW	- Increased staff emotional wellbeing as evidenced in a reviewed audit - Information and CPD is shared across teams - Links with the wider community are evident

NEEDS and CHALLENGES	- Poor emotional self-regulation may become angry, tearful, excitable very quickly - Appears to lack motivation for learning and/or focus - May be restless, finds it challenging to remain still - Acts quickly without taking time to think - Indication of low mood - Unsettled during transition or change especially if it was unexpected - Quiet and withdrawn - Vulnerable and easily led - May comment negatively about themselves or others or their work - Overly worried about everyday activities or their work - May give up easily and/or appear frustrated - Reluctant to attend the setting - Distracted by peers and or the environment - May be dismissive of staff or peers - Tends to set the terms of relationships or engagement with tasks Reluctant to attempt tasks that are achievable

ASSESS	- Information gathering including concerns raised by school staff, parents, other professionals and the young person or their peers - Recording of incidents using the school system using an **ABC** approach: **A – Antecedents**: - What happened immediately before the behaviour, the events that led up to it?
	- What was the provocation, who did or said, or did not say, what?
	- What was the setting for the behaviour? Is it always at the same activity, with the same young person, or persons?
	- Does it always happen at certain times of the day or on the same day of the week? (Does it happen regularly on a Monday after weekend visits with an estranged parent?)
	    B – Behaviour: What precisely did the child do?
	    C – Consequences: - What happened as a result of the behaviour?
	  - How was the problem dealt with?
	  - What did the others do?
	  - How did they react?
	   - Examples of Pupil voice: one-page profiles can be found here: http://www.sheffkids.co.uk/adultssite/pages/onepageprofilestemplates.html Consideration of any other needs (also linked to the plan stage):
	   - Safeguarding/ Social Care needs - Learning needs – underlying challenges with general learning or subject/activity specific - Medical needs – School Nurse Hub can support with this including information from GP and Community Paediatrics were relevant Observation and anecdotal information from key individuals.
	   - The Strengths and Difficulties Questionnaire (SDQ) is a brief behavioural screening questionnaire about 2-4 & 4-17 year olds.
	https://sdqinfo.org/ - Southampton Emotional Literacy by GL Assessment - The Boxall Profile Online was originally used to assess the social, emotional and mental health needs of children and young people in nurture groups.

ASSESS CONTINUED	It has evolved soon after that into a whole setting assessment. A paper-based assessment is available for either primary or secondary schools from NurtureUK nurtureuk | An inclusive education for all https://new.boxallprofile.org The Child Outcome Research Consortium (CORC) has resources to support the assessment of a young person's emotional wellbeing and resilience For Schools (corc.uk.net)

PLAN and DO	**Whole school approach to SEMH including**:
	- Peer Mentoring
	- Restorative Practice
	- Emotion Coaching
	- Solution Focused
	- Attachment Aware and Trauma Informed practice
	- Awareness of Adverse Childhood Experiences (ACEs)
	- Pastoral support
	• Displays within the school environment that promote and reinforce an emotionally healthy ethos
	• Adaptation to school policy in recognition of an individual's needs and experiences to set them up for success
	• Additional monitoring of those young people considered 'at risk' including those that have SEND or are a LAC
	Strategies:
	• Be specific about the areas of challenge
	• Identify future aspirations and a pathway to achieving these
	• Focus on past successes and what the young person has done well to overcome a challenging situation
	• Clear communication between the school, the young person and parents
	• Access to a supervised safe area within the classroom and during unstructured times of the school day
	• Consider classroom seating position, access during learning activities to a safe area or a work station
	• Incorporate movement breaks as required
	• Key adult in school who can attune to the young person and build a trusting relationship
	Guidance and Information: Promoting children and young people's emotional health [Promoting children and young people's mental health and wellbeing - GOV.UK (www.gov.uk)](#)
	• https://www.mentallyhealthyschools.org.uk/
	• https://www.annafreud.org/schools-and-colleges/resources/supporting-mental-health-and-wellbeing-in-schools/

EXPECTED OUTCOMES / REVIEW	• Outcomes based on severity and frequency with realistic expectations to build on successes • How will the young person know they are succeeding? • Build on the young person's suggestions • Areas identified for development during review to feed back in to the assess, plan, do review cycle

NEEDS and CHALLENGES	Bereavement Grief is a personal experience and the young person may only need short-term support which can be provided without the requirement for inclusion on the school special educational needs register
ASSESS	• Information from parent/carers and the young person • Observation of young person and their views
PLAN and DO	• Acknowledge and validate the feelings that the young person is experiencing • Bereavement Counselling through Dove • In school support through key adult support as required • Bereavement Box by Tina Rae (available from Nurture UK)
EXPECTED OUTCOMES / REVIEW	• The young person is appropriately supported and needs are met

NEEDS and CHALLENGES	Difficulties with:- • Self-awareness • Self-regulation • Motivation • Empathy Social skills
ASSESS	• Boxall Profile • Strengths and Difficulties Questionnaire Emotional Literacy

PLAN and DO	• Meet and greet
	• Time to talk: secured time for pupils to explore feelings
	• Mindfulness boxes within the classroom, to help pupils self-regulate
	• Playground leaders
	• Sensory room access
	• Pupil wellbeing
	• Representatives
	• Regularly collecting pupil voice
	• SEAD / SEAL activities
	• Circle time
	• Reflection time
	• Mental health first aider available
	• Circle of friends
	• Happy to be me
	• Big Feelings come and go
	• My family's changing
	• Love will never die
	• Social stories
EXPECTED OUTCOMES / REVIEW	• Pupils able to articulate their feelings instead of showing their discomfort through alternative behaviours
	• Pupils able to learn academically and socially so they develop confidence, become responsive to others, learn self-respect and take pride in behaving well and in achieving

NEEDS and CHALLENGES	• Engagement in lessons due to individual SEMH needs- e.g. personal, identity, attachment
	• Lack of resiliency /work ethos
	• Antisocial/uncooperative behaviours; anger/frustration/ ODD
	• Negative interactions during unstructured times

ASSESS	- Round Robins - Observation - Student/parent/teacher voice - Behaviour checklist - Refer to the content of the Coventry grid [HANDOUT Coventry Grid Version 2 - Jan 2015.pdf (oxfordshire.gov.uk)](#) - Emotional Literacy Southampton EPS by GL Assessment - ABCs - Behaviour logs
PLAN and DO	- Positive role models/buddy - Student passport - Analysis of ABCs and discussions with student/parent/staff - Student positive reports - Staff CPD - Attachment Aware School - Outreach/external referrals - Encourage parents to make GP contact where relevant concerns are raised - Safe haven in school - Welfare officer support - Pastoral team support-mentoring - TA support in lessons - Talk About Teenagers - Starving the Anger Gremlin - Incredible 5-point Scale - CBT - Teen-Conflict management - Facilitating Change 1&2 - Teen- Resiliency - Staff on duty during all unstructured times SEN celebration events

EXPECTED OUTCOMES / REVIEW	- Students to remain and go into lesson - Students to participate in activities successfully - To raise students' self esteem - Students to interact positively during unstructured times - Students to follow reasonable requests by following Academy rules and expectations - Reduced behaviour logs - Positive student feedback - Attendance to an increasing number of lessons - Students show off and are proud of their work Increased rewards

NEEDS and CHALLENGES	Refusal to follow instructions or complete work
ASSESS	- Boxall profile - Emotional Literacy scale
PLAN and DO	- Emotion thermometers to take with them in class. - Volcano in my tummy - Stop, Think, Do - Solution Focus - Emotion Coaching strategies - Now/Next - Visual timetable - Offering a choice - Reward charts Circle of friends
EXPECTED OUTCOMES / REVIEW	- Less work refusal - More willingness to learn

NEEDS and CHALLENGES	• Verbally aggressive towards peers or staff
ASSESS	• Boxall profile • Emotional Literacy scale
PLAN and DO	• Nurture room • Circle of friends • Individual Behaviour Plan • Emotion thermometers to take with them in class • Volcano in my tummy • Stop, Think, Do • Solution Focus • Emotion Coaching strategies
EXPECTED OUTCOMES / REVIEW	• Children to be happy and establish purposeful relationships • Children are more resilient and feel supported

NEEDS and CHALLENGES	• Physically aggressive towards peers or staff
ASSESS	• Boxall profile • Emotional Literacy scale
PLAN and DO	• Nurture room • Circle of friends • Individual Behaviour Plan • Emotion thermometers to take with them in class • Volcano in my tummy • Stop, Think, Do • Solution Focus • Emotion Coaching strategies

EXPECTED OUTCOMES / REVIEW	• Children to be happy and establish purposeful relationships • Children are more resilient and feel supported

NEEDS and CHALLENGES	• Anxious about the changes ahead • Thinking about what the future holds – difficulties getting prepared for high school (controlling emotions etc)
ASSESS	• Talking to the young person
PLAN and DO	• Talking about starting secondary school
EXPECTED OUTCOMES / REVIEW	• Pupils to feel ready and prepared for high school

SEND Support – Range 3

NEEDS and CHALLENGES	• As above but challenges and needs have remained despite the initial level of support • Young people may or may not have a specific diagnosis however, if the needs and challenges have been identified then practitioners should follow the strategies and interventions in communication with parents, the young person and any other professionals involved • Aggression/Anger (aggression can occur without anger) persistent and pervasive patterns of aggressive behaviour including: - Loss of temper - Damage to property - Malicious comments - Physical assault - Non-compliance - Defiance - May engage in aversive and coercive incidents
ASSESS	• Identify risk factors which may include low self-esteem, parenting skill or parental conflict, problems at school, learning needs, witnessing domestic violence, substance misuse
PLAN and DO	• Link to all available support including: Mental Health CAMHS in School • Better Together Project Opportunity Area Projects including Nurture, Reducing School Exclusion • Daily/weekly sessions with a learning mentor or trusted adult in school • Support at times of particular stress e.g. coming into school, home time, PE lessons etc. • Social stories written for specific areas of difficulty • Use the Boxall Profile within school to identify specific areas for intervention • Comic strip conversations to work on developing understanding of situations • In class support to facilitate access to curriculum • Restorative Justice approaches Individual counselling

EXPECTED OUTCOMES / REVIEW	- Better understanding of a wide range of emotional states and associated body sensations - Better understanding of self-calming/ self-regulation strategies - Quicker employment of calming strategies - Quicker return to regulated state (calm) - Reduction in aggression and violent outbursts - Better understanding and self-evaluation of anxiety-inducing triggers - Greater engagement in restoration and reparation – repairing of relationships - More socially adapted social skills - Increased help-seeking behaviour – reaching out for support when needed - Increased self-confidence, self-worth and self-efficacy - Greater sense of belonging

NEEDS and CHALLENGES	**Anxiety including:** - selective mutism - separation - stress - Attachment and Trauma - Low self-esteem - Attention Deficit Hyperactivity Disorder (ADHD) **Behaviour including:** - disruptive behaviour - refusal - avoidance aggression (verbal and physical)
ASSESS	Boxall Profile, SEMH referral to Inclusive Learning Services, Younger Mind, SDQs, Emotional Literacy

PLAN and DO	- Volcano in my tummy - Time to talk 5-point scale - Emotion Coaching - Escalation curve (teacher/parent) - SULP - Social skills games - PSHE lessons based on self-esteem, uniqueness… - Daily access to staff in school with experience of SEMH - Increased access to a combination of targeted individual small group and whole class activities - Additional advice and support from professionals external to the school - Some lessons outside mainstream timetabling with increased access to alternative specialist provisions - Careful social and emotional differentiation of the curriculum essential to ensure access to the curriculum and progress with learning - One to one teaching for the introduction of new concepts and the specific teaching and reinforcement of classroom routines and expectations
EXPECTED OUTCOMES / REVIEW	- Reduced levels of anxiety - Better understanding of self-calming/ self-regulation strategies - Quicker employment of calming strategies - Quicker return to regulated state (calm) - Better understanding and self-evaluation of anxiety-inducing triggers - More socially adapted social skills - Increased help-seeking behaviour – reaching out for support when needed - Increased self-confidence, self-worth and self-efficacy - Greater sense of belonging

NEEDS and CHALLENGES	Friendship difficulties/ interaction with others

ASSESS	• Boxall profile • Emotional Literacy scale
PLAN and DO	• Emotion thermometers to take with them in class • Volcano in my tummy • Stop, Think, Do • Solution Focus • Emotion Coaching strategies • Now/Next • Visual timetable • Offering a choice • Reward charts • Lego Therapy • Circle of friends • Social groups which involve supporting interests and developing a talent
EXPECTED OUTCOMES / REVIEW	• Greater ability to make and maintain friendships • Able to establish purposeful relationships with others and are happy in school • Greater sense of belonging • Greater involvement in social activities in school and the wider community

Enhanced SEND Support – Range 4

NEEDS and CHALLENGES	• Increasingly persistent SEMH challenges often compounded by additional needs
ASSESS	Assessment will be ongoing and consider: • Development of social skills and empathy. Regulating feeling and emotions and staying safe within the school and community • There will be involvement from a range of specialists such as CAMHS, SEND, EPS, YOS • Risk assessments will describe procedures to keep the young person, staff, peers and property safe • Planning meetings will include parent/carers and are multi-agency • Provision map details specific strategies and interventions to be used
PLAN and DO	• Learning experiences address significant social, emotional and behavioural needs • Increased adult support required to access learning • Structured social skills/intervention groups • Support during transition times • Access to key adult in school Provision outside of the mainstream provision may be sought
EXPECTED OUTCOMES / REVIEW	• Reduction of anxiety • Reduction of outbursts • Increase in pro-social behaviour • Increase help-seeking behaviour • Quicker and more effective self-calming/self-regulation

Social, Emotional and Mental Health: PfA Outcomes and Provision

Reception to Y2 (5-7 years)

Employability/Education	• CYP will interact with peers and begin to form friendships to support emotional wellbeing
Independence	• CYP will show awareness of independent living skills (cooking, cleaning, DIY) and will extend and develop these through real world play • CYP will be able to access the dining hall alongside peers, following social routines in relation to seating and turn taking, and will be able to make appropriate choices in relation to meals
Community Participation	• CYP will interact with peers and begin to form friendships with peers to support emotional wellbeing • CYP will maintain positive emotional wellbeing through participation in team games, after-school clubs and weekend activities • CYP will begin to identify bullying in relationships and will be able to seek adult support
Health	• CYP will attend necessary dental, medical and optical checks following parental direction and supervision • CYP will cooperate with self-care and personal hygiene routines with prompting and adult support as required • CYP will have the support and strategies required to promote resilience and emotional wellbeing

Y3 to Y6 (8-11 years)

Employability/Education	• CYP will interact with peers, making and maintaining friendships with others to support emotional wellbeing • CYP will be aware of structures in place to support social and emotional wellbeing and will access these as required • CYP will show awareness of different feelings and emotions and with support will identify and apply appropriate strategies to manage these
Independence	• CYP will be able to maintain friendships with peers and access community-based clubs/after school clubs to promote independence and emotional wellbeing • CYP will have the social skills necessary to facilitate participation in sleepovers and residential trips • CYP will be able to manage their feelings and emotions, accessing support to apply strategies as appropriate
Community Participation	• CYP will maintain friendships with peers to support emotional wellbeing and avoid isolation • CYP will begin to identify bullying within relationships and will be able to identify support and strategies to manage this • CYP will be able to manage social and emotional responses to change • CYP will be aware of strategies and precautions to remain safe online
Health	• CYP will understand physical changes associated with the onset of puberty and will manage these appropriately, with support as required, maintaining social and emotional wellbeing • With support, CYP will access strategies to manage any emotional or mental health needs associated with their physical or mental health conditions/diagnoses

Y7 to Y11 (11-16years)

Employability/Education	• CYP will have acquired the necessary social skills in order to interact with employers, clients and peers within the workplace within the context of work experience, voluntary work or part-time employment • CYP will be able to form friendships in the context of education or employment to facilitate emotional wellbeing • CYP should be aware of structures in place to support social and emotional wellbeing and will access these as required • CYP will show awareness of different feelings and emotions and, with support, will identify and apply appropriate strategies to manage these
Independence	• CYP will have an awareness of boundaries and social conventions with respect to different relationships and social situations, including online • CYP will begin to show awareness of potential abusive and exploitative behaviour in others and with support and guidance will be able to make safe choices • CYP will begin to make choices to include money, food, exercise, opportunities to socialise, form relationships with others, to support the development of confidence and emotional wellbeing
Community Participation	• CYP will maintain friendships with peers to support emotional wellbeing and avoid isolation • CYP will maintain positive emotional wellbeing through participation in community-based activities and socialisation with peers within the community in accordance with their own personal choices • CYP will have an awareness of boundaries and social conventions within a range of relationships and social contexts, including online • CYP will show increased awareness of the bigger picture and will build resilience to support emotional wellbeing
Health	• CYP will have an understanding of sex education and the social and emotional implications of intimate relationships • CYP will have strategies and resources to support them to maintain positive mental health and emotional wellbeing

Health continued	• CYP will understand the social and emotional implications of spending too much time on electronic devices and will recognise the importance of sleep and 'down time' in supporting social and emotional health and wellbeing. • CYP will access strategies and support, as required, to manage any emotional of mental health needs associated with their physical or medical health conditions/diagnoses