

# ALP NUNEATON

# SEMH POLICY

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## 1. Purpose

At ALP Nuneaton, we recognise that Social, Emotional and Mental Health (SEMH) needs are central to our learners' ability to engage with education. Many of our learners have experienced disruption, trauma, or barriers to learning and require a consistent, relational and trauma-informed approach.

We believe that positive mental health underpins learning, behaviour, relationships and long-term outcomes. Our approach is embedded across all aspects of school life.

This policy forms part of the school's safeguarding framework and aligns with statutory guidance including Keeping Children Safe in Education and the Equality Act 2010. This policy also aligns with the principles of the SEND Code of Practice (2015), which recognises Social, Emotional and Mental Health (SEMH) as a primary area of need and emphasises the importance of early identification and appropriate support.

This policy is also informed by guidance from Department for Education, including Mental Health and Behaviour in Schools, which emphasises the importance of a whole-school approach to promoting positive mental health, early identification of need, and the provision of appropriate support to enable all learners to succeed.

## 2. Aims

At ALP Nuneaton, we aim to:

- Promote positive mental health and emotional wellbeing for all learners
- Provide a safe, structured and supportive environment
- Support learners to develop self-regulation, resilience and independence
- Reduce barriers to learning caused by SEMH needs
- Work in partnership with families and external agencies
- Ensure early identification and effective support for mental health needs
- Reduce stigma surrounding mental health

## 3. Principles

Our approach is underpinned by the following principles:

- **Relationships first:** Positive, consistent relationships are central to engagement and progress
- **Trauma-informed practice:** Behaviour is understood as a form of communication
- **Consistency and predictability:** Clear routines and expectations support regulation
- **Individualised support:** Provision is tailored to each learner's needs
- **Whole-school responsibility:** SEMH is everyone's responsibility
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## 4. Implementation

### Whole-School Approach

We promote SEMH through:

- A calm, structured and predictable learning environment
- Clear routines and expectations
- A relational and restorative approach to behaviour
- Opportunities for learner voice and participation
- Celebration of both academic and non-academic success

### Targeted Support

Support for learners may include:

- Individualised timetables and bespoke provision
- 1:1 and small group interventions
- Therapeutic and pastoral support
- Access to counselling or mentoring
- Support for emotional regulation and coping strategies

### Identification of Need

We identify SEMH needs through:

- Strong staff knowledge of individual learners
- Monitoring of behaviour, attendance and engagement
- Ongoing assessment and review
- Information from families and external professionals

Where concerns arise, appropriate support is put in place at the earliest opportunity.

### External Support

Where required, the school works with external agencies, including:

- CAMHS (Child and Adolescent Mental Health Services)
- Educational Psychologists
- Speech and Language Therapists (SALT)
- Other specialist services

## 5. Supporting Staff

We recognise that supporting learners with SEMH needs can be demanding. Therefore:

- Staff are provided with training and professional development
- Staff have access to support through line management and senior leaders
- Staff wellbeing is regularly considered and supported
- A culture of openness and support is promoted

## 6. Supporting Parents and Carers

We work in partnership with parents and carers by:

- Maintaining open and supportive communication
- Involving families in planning and reviewing support
- Providing guidance and signposting to external services
- Valuing parental insight and contribution

## 7. Impact

We measure the effectiveness of our SEMH provision through:

- Improved engagement in learning
- Positive behaviour and reduced incidents
- Improved attendance
- Progress from individual starting points
- Development of independence and resilience

Provision is regularly reviewed and adapted to ensure impact.

## 8. Roles and Responsibilities

### Headteacher

- Provides strategic oversight of SEMH provision

### Senior Leadership Team (SLT)

- Monitor implementation and impact
- Ensure consistency across the school

## **Assistant Headteacher (Pastoral / Mental Health Lead)**

- Leads on SEMH provision and support
- Coordinates interventions and staff guidance

## **All Staff**

- Build positive relationships with learners
- Implement consistent approaches
- Identify and respond to SEMH needs

## **9. Review**

This policy will be reviewed annually by the Headteacher and Senior Leadership Team.

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