**Portsmouth Inclusive Education Quality Mark**

**Objectives and their related strands linked to:**

**Standard 5 –** Social & Emotional Health & Well-Being

**Overview of all Standards**

**Standard 1 –** Welcoming School and Ethos (includes access & environment)

**Standard 2 –** Leadership and Management

**Standard 3 –** Behaviour and Safeguarding

**Standard 4 –** Curriculum and Opportunities

**Standard 5 –** Social & Emotional Health & Well-Being

**Standard 6 –** Teaching and Learning

**Standard 7 –** Monitoring Progress and Attainment

**Standard 8 –** Participation of Students & Young People

**Standard 9 –** Partnership with Stakeholders (Families, Governors,Community)

**Standard 10 –** Transition

**Standard 5 – Social & Emotional Health & Well-Being**

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| **5.1 The extent to which staff regularly review the school’s vision and philosophies, and the implications for everyday practice.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| There is an induction programme for new staff to familiarise them with the school’s inclusive practice and related procedures.  The training needs of all staff, relating to inclusion, are reviewed annually. | All staff up-date their skills and knowledge through a cycle of professional development.  All staff take responsibility for their own professional development.  Barriers for vulnerable groups are regularly discussed collectively and strategies developed to overcome them.  Training is provided on relevant current legislation. | Audits of the school's vision and philosophy is carried out each year.  Professional learning on nurturing/attachment/trauma informed approaches is a continuous process that involves initial training, collaborative enquiry, collegiate sessions and ongoing research and discussion.  Funds are available and time is protected to meet the identified training priorities for inclusion. |

**Standard 5 – Social & Emotional Health & Well-Being**

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| **5.2 The extent to which staff promote the social and emotional needs of the students.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| There is a named well-being lead in place.  Staff and students know who to contact if they are concerned about a student's mental health.  There is a plan to develop a whole school approach to improving the social and emotional health and well-being of students and adults.  A positive learning environment safeguards and promotes the social and emotional health and well-being of all.  The school has in place a positive behaviour policy where students are encouraged to develop pro-social behaviours.  Incidents of anti-social behaviour are monitored and followed up. | The school empowers all groups to be fully involved in improving their own and others’ social and emotional health and well-being.  The school is regularly audited to promote positive social and emotional health and well-being for all.  Social and emotional health and well-being of all students is monitored.  Staff are aware of the risk factors for students in response to life events and at times of crisis that might contribute to social, emotional and mental health difficulties. | Interventions support students to develop their social and emotional needs.  Students are given a range of opportunities to develop their social and emotional skills. |

**Standard 5 – Social & Emotional Health & Well-Being**

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| **5.3 How effectively the school collaborates with a range of agencies and other schools to develop their own capacity to improve outcomes for vulnerable learners.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school maintains a record of current local services and how to access them.  The school uses the Local Offer to identify services and resources to support students with SEND.  School can demonstrate how additional advice has been sought to support this work.  E.g. Liaising with other local schools, identifying appropriate support from a teaching school/Educational Psychologist. | Students and parents/carers are routinely consulted about how effective provision is for them and adaptations are made through review meetings which are recorded in individual provision maps and at points of transition; one page profiles.  The school works with specialists and external agencies, where appropriate, to ensure that transitions are well planned.  The school works with a range of specialist and external agencies to support positive social and emotional health and well-being.  The school participates in networks such as Lead Links, Primary Behaviour and Attendance Specialist Leads,  SENCo Network, Diversity in Education Network. | The school is innovative in sharing its resources with other local schools/organisations to secure better provision beyond the school gates.  E.g. Weekend/holiday activities supported with key worker for particular students.  The school is proactive in sharing good practice across a family of schools including providing support for other schools around supporting more complex needs. The school contributes to network meetings.  A representative from the setting attends the locality meetings. |

**Standard 5 – Social & Emotional Health & Well-Being**

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| **5.4 The extent to which the curriculum is designed to develop the students' social and emotional skills.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| A school uses the Portsmouth PSHE scheme of work to ensure coverage and consistency of delivery.  There are identified weekly slots within the timetable for PSHE sessions.  A range of emotional vocabulary is taught. | Assemblies are linked in the PSHE scheme of work.  External speakers are used to enhance the students' understanding.  Students are encouraged to use a range of emotional vocabulary and this is modelled by staff.  Students are taught about healthy coping mechanisms to manage stress and anxiety.  Opportunities are provided to develop critical thinking which teaches students to challenge negative thoughts. | There are PSHE themes embedded within other curriculum areas to support the students' well-being.  Students are able to talk about their healthy coping mechanism and are able to make use of them at times.  Students use a range of emotional vocabulary in a variety of contexts.  Students are able to think critically for example when evaluating things they read and see including adverts, online materials and curriculum resources. |

**Standard 5 – Social & Emotional Health & Well-Being**

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| **5.5 The extent to which social and emotional skills are assessed to ensure the next steps in learning are taught.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school uses a system to record the elements of social and emotional skills taught. | The school uses assessment tools.  E.g. The SEAL APP, Boxall Profile, THRIVE online etc. to show achievements and next steps.  Outcomes are shared with parents/carers. | A range of assessment tools are used to inform the school how best to support its students.  E.g. SEAL, APP, Faupel, Boxall  These show strengths, progress and areas for development and action plans outline activities and ideas to develop skills. |

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| **5.6 The extent to which the school get to know the needs of the students and can therefore respond appropriately.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| The school conducts pupil surveys to identify needs and areas to develop.  There are formal and informal opportunities for student voice, including a school council. | The results from pupil surveys are used to inform planning.  The school has an active School Council and other student voice and student leadership opportunities.  Staff provide opportunities to develop relationships with students to enable them to show their skills within different contexts.  Transition arrangements are thorough and standardised. | Student surveys are used to identify their opinions.  Student voice is evident in the school’s plans. Students are aware of how they have contributed to plans and understand why their views have not been acted upon if this is the case.  Actions within the School Improvement Plan are linked to the results of any audits. |

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| **5.7 The extent to which strategies to support the students' social and emotional needs are embedded within the classroom.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| There are systems within the school to support student's emotional health and well-being.  Staff are available in the playground or on the gate to meet and greet students and parents/carers. | There are consistent structures in place within every classroom to support the mental health and well-being of all students.  E.g. Staff check in and out with students regularly and seating plans take account of SEMH needs. | Support structures within school are used by students and are seen as useful and purposeful tools for support.  There are consistent opportunities, systems and procedures used across the school to help support and manage students' social and emotional well-being.  Students' needs are met such that they are able to remain in the classroom and learn effectively. |

**Standard 5 – Social & Emotional Health & Well-Being**

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| **5.8 How specific, designated areas of the classroom/playgrounds that students can go to if they need a space or a break from the normal routines of the day are used.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Children are aware of safe places in the school and how to access them. | Safe places and routines are identified within any support plan (PLP, IBMP, PSP) and actually provide the environments needed for a range of students. | There are safe spaces within the school and within the grounds which students will independently use for reflection and relaxation. |

**Standard 5 – Social & Emotional Health & Well-Being**

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| **5.9 How funding is allocated to resource the development of students' and staffs' emotional and mental health.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Resources are allocated to support students' emotional well-being and mental health. | A budget has been allocated to support students' emotional well-being and mental health and this is targeted toward the areas for development identified within an action plan. This may include the use of ELSAs and/or Learning Mentors. | Action plans linked to improving inclusion are all costed.  The impact of funding is reviewed and leads to the development of future action plans.  Resources are benchmarked against other schools to ensure best practice is compared with other institutions. |

**Standard 5 – Social & Emotional Health & Well-Being**

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| **5.10 The extent to which displays reflect the school’s commitment to promoting emotional health.** | | |
| **Developing - work has started on these objectives** | **Establishing - established in some areas and being shared across the whole school setting** | **Enhancing - work is well established and is being shared with other setting** |
| Pamphlets advertising support groups are available within the school's Reception area. | Links within the school's website, as well as links displayed within the corridors, are available to promote the social and emotional well-being of students. This includes images of staff leading on SEMH support for students.  Links to agencies supporting students' emotional health are displayed across the school. | Students are able to be explicit about the available support.  The school is able to evidence the use of the types of support available and the outcomes and impact of this support.  Students have created their own posters to advertise different support structures both within the school and externally. |