

The Future You

SEMH (Social, Emotional and Mental Health) Policy

Created: 02 October 2025

Review Date: 02 October 2026

1. Purpose

The Future You is committed to supporting the social, emotional and mental health needs of all pupils.

Many pupils attending Alternative Provision face challenges that impact their wellbeing and ability to thrive in education.

This policy outlines how The Future You will create a safe, supportive, and inclusive environment where pupils' SEMH needs are recognised, understood, and met.

2. Scope

This policy applies to:

- All pupils attending The Future You.
- All staff, volunteers, and contractors working within the provision.
- All aspects of provision, including the curriculum, extra-curricular activities, and wider pastoral support.

3. Aims

- To provide a nurturing and safe environment where pupils feel valued.
- To support pupils to understand and manage their emotions.
- To reduce barriers to learning caused by SEMH needs.
- To promote resilience, self-esteem, and positive mental health.
- To provide targeted interventions for pupils experiencing SEMH difficulties.
- To work in partnership with parents/carers, local authorities, and external agencies.

4. Principles

- Early Identification: Recognise SEMH needs at the earliest opportunity.
- Personalised Support: Tailor interventions to individual needs.
- Inclusive Practice: Ensure all pupils can access learning, regardless of SEMH challenges.
- Collaborative Approach: Work closely with families and professionals.
- Strengths-Based: Focus on pupils' abilities, not just their difficulties.

5. Roles and Responsibilities

- Director: Has overall responsibility for ensuring SEMH support is embedded across the provision.
- Designated Safeguarding Lead (DSL): Ensures SEMH concerns are considered within safeguarding practice.

- Pastoral/SEN Leads: Oversee the identification and support of SEMH needs, coordinating interventions.
- All Staff: Are responsible for creating positive relationships, modelling emotional regulation, and following SEMH strategies consistently.
- Parents/Carers: Encouraged to share relevant information and work in partnership with staff to support their child.

6. Identification of SEMH Needs

Pupils may be identified as having SEMH needs through:

- Observation of behaviour and emotional responses.
- Concerns raised by staff, parents/carers, or the pupil themselves.
- Information from previous schools, professionals, or external agencies.
- Assessments and tracking of academic progress and wellbeing.

7. Support and Interventions

Support may include:

- A personalised SEMH support plan.
- Targeted mentoring and 1:1 pastoral support.
- Access to small group interventions.
- Counselling or therapeutic support (internal or external).
- Adaptations to teaching, learning, and the environment.
- De-escalation and restorative approaches to behaviour.

Where specialist support is required, The Future You will work with CAMHS, educational psychologists, and other agencies.

8. Staff Training

- All staff receive training on SEMH awareness, trauma-informed practice, and de-escalation strategies.
- Ongoing CPD will be provided in areas such as attachment, mental health first aid, and behaviour regulation.

9. Curriculum and Environment

- The curriculum will promote emotional literacy, resilience, and wellbeing.
- Opportunities for physical activity, creative expression, and personal development will be embedded.
- The learning environment will be calm, structured, and supportive.

10. Pupil Voice

- Pupils will be encouraged to share their views through discussions, surveys, and student forums.
- Individual pupil input will be central to their SEMH support plans.

11. Monitoring and Review

- SEMH support will be monitored through regular reviews of pupil progress, wellbeing, and behaviour.
- The policy will be reviewed annually, or sooner if guidance or pupil needs change.

Approved by: Roger Boulton

Position: Director

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