SEMH Support at JFK

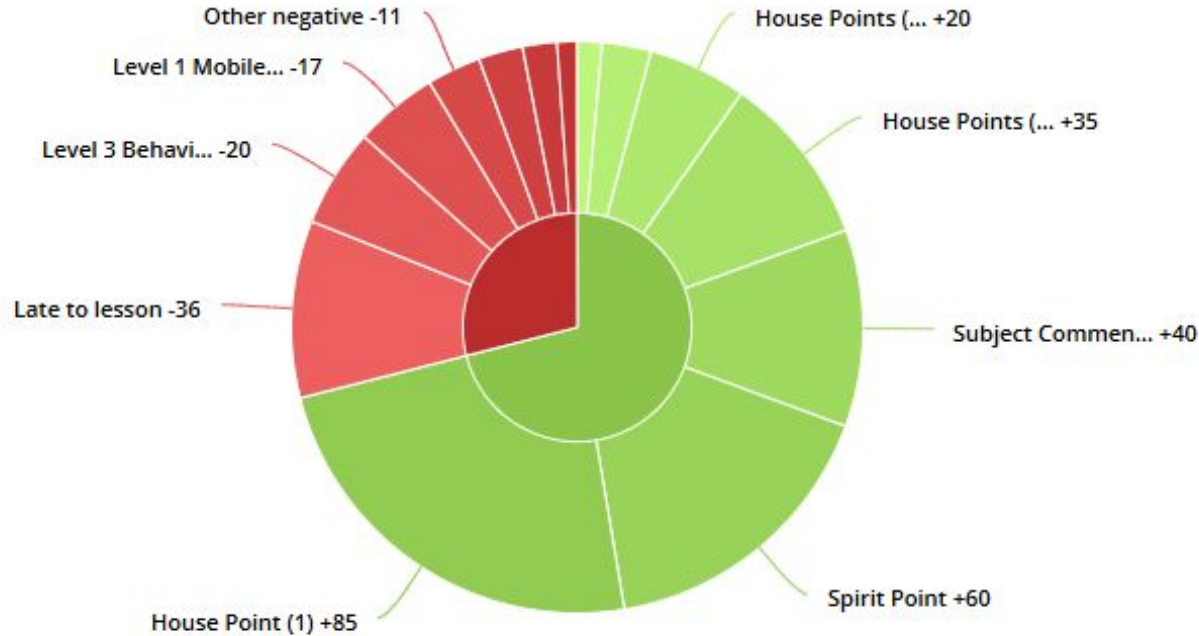SEMH Lead Teacher: Rita Bugg

The process of SEMH support at JFK:

- Students are referred by teachers or year group teams via a Google Form.
- Our Pastoral Support Coordinator evaluates the information, assigns the student to the most appropriate support and ensures parental agreements are in place.
- The Pastoral Support Coordinator and SEMH lead teacher meet each half term to discuss the student list and needs; they then agree the most appropriate programme to follow with each student.
- The SEMH lead teacher informs students of their sessions, weekly, and records on a Google document notes from each session.
- All programmes are between 5 and 6 weeks long, with the exception of 'Anger Management', which can take up to 8 weeks.

Understanding the outcome data:

- We use Class Charts to record positive and negative points (these relate to student behaviours)
- The behaviour is displayed on a pie chart as a ratio of positive:negative and as a %.
- Each student has a breakdown of: before, during and after SEMH sessions, which is monitored.

Example:

Behavior score breakdown

Other negative -11
Level 1 Mobile... -17
Level 3 Behavi... -20
Late to lesson -36
House Point (1) +85
Spirit Point +60
Subject Commen... +40
House Points (... +35
House Points (... +20

This student has a ratio of
positive : negative
240:85
71%:29%

Emotional literacy programme
Developed from 'Zones of Regulation'

<u>*Content covered:*</u>
- ***What are emotions - our main 4. What are feelings - caused by our emotions.***

We normally start this session with a card sort of 'feeling' words and students are asked to organise the words as they feel fit. This is mainly to evaluate their literacy-and emotional literacy skills. We discuss some words, example: how 'upset' can feature as the emotions, sad or angry.
- ***Identify emotions and suggest feelings these emotions cause.***

Here we use youtube clips from the movie UP, Finding Nemo and Inside out. The aim is to ensure students can identify emotions and feelings in others as well as within themselves.
- ***How do our emotions affect our behaviour?***

Looking at different behaviours and suggesting what feeling could cause these behaviours.(specific to the students, using class charts data) We talk about their own behaviour but also what they may have seen, trying to unpick the behaviour by suggestion what emotions and feelings were involved.
- ***What are expected and unexpected behaviours?*** How do expected behaviours make us and others feel? How do unexpected behaviours make us and others feel?

Introducing the idea that some behaviours make us/others feel comfortable, calm and relaxed whilst other behaviours make us/others feel uncomfortable, stressed, worried, annoyed or confused. We normally start off with a clip of a person in a lift and how he behaves, we then discuss what was acceptable behaviour and what was not, in that situation. Students are given different scenarios and ask to suggest some expected and unexpected behaviour.
- ***Understanding different perspectives.*** Looking at different situations around school and discussing how students and teachers will perhaps see things differently - they/we may have different perspectives. We use a clip where we look at Jebb, a year 10 boy for who school is very challenging. His reactions and behaviours are discussed.
- ***Strategies they can use to help them manage situations and feelings better.***

Including identifying the size of a problem and thinking through options to resolve or respond.
Should students have a behaviour plan, these strategies are added to that so teachers can support them in their journey of learning how to manage their feelings better.

Student A: Emotional literacy

<u>Background Information:</u>
ASD diagnosis August 2015
ADHD diagnosis December 2018
Prior to JFK, attended a specialist SEMH school.
Currently in Year 10

<u>Barriers to learning:</u>
- does not like to ask for help and will carry on regardless even if they have misunderstood the task; will always say they are OK.
- very keen to not be different from their peers
- has refused support from Learning Support Department
- presents with limited eye contact during interactions with adults and peers
- has a time-out card allowing them to walk a lap of the school
- may be vulnerable - socially - especially as they look up to older boys.
- remains vulnerable to manipulation and/or reading situations wrongly; does not always appear to know how to interact appropriately; has formed a good friendship group but is often on the periphery
- feels increasingly overwhelmed by the demands of the KS4 curriculum and will respond to closed questions with one word answers
- needs more time to complete differentiated homework
- has a diagnosis of PDA (pathological demand avoidance) - a need to resist normal, everyday demands made by others; a way to manage their anxiety.
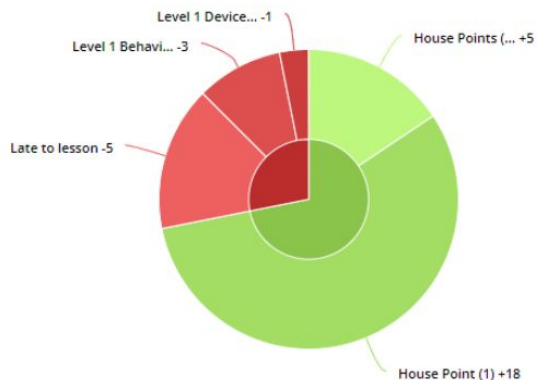
Student A: Emotional literacy

Jan 24 - Feb 24, Behaviour of 71.9%
Feb 24 - Mar 24, Behaviour of 92.2 - SEMH support

Jan 24 - Feb 24, Behaviour of 71.9%
Attendance: 87.1%

Feb 24 - Mar 24, Behaviour of 92.2%
Attendance: 87.5%
SEMH support

Behaviour score breakdown

Level 1 Device... -1
Level 1 Behavi... -3
House Points (... +5
Late to lesson -5
House Point (1) +18

Behaviour score breakdown

Late to lesson -4
Spirit Point +15
Subject Commen... +20
House Point (1) +16
House Points (... +20

Positive : Negative
23:9
71.9% : 28.1%
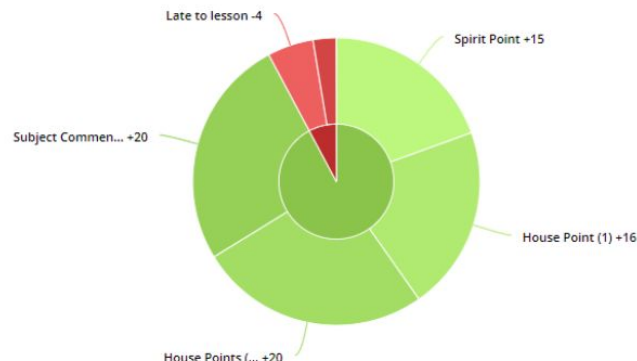
Positive : Negative
71:4
92.2% : 7.8%

Y10, Sept - 2024 - Dec 2024
Behaviour at 85.1%

Behavior score breakdown

Level 1 Behavi... -7
3 Signatures (... +10
Late to lesson -9
House Points (... +20
Other negative -17
Spirit Point +35
House Point (1) +84
Subject Commen... +40

Y10, Jan 2025 - May 2025
Behaviour at 86.8%

Behavior score breakdown

Other negative -7
Late to lesson -9
House Points (... +30
House Point (1) +65
House Points (... +45
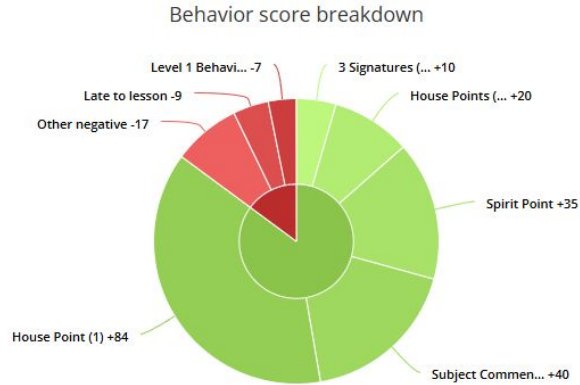
Positive : Negative
189:33
85.1% : 14.9%
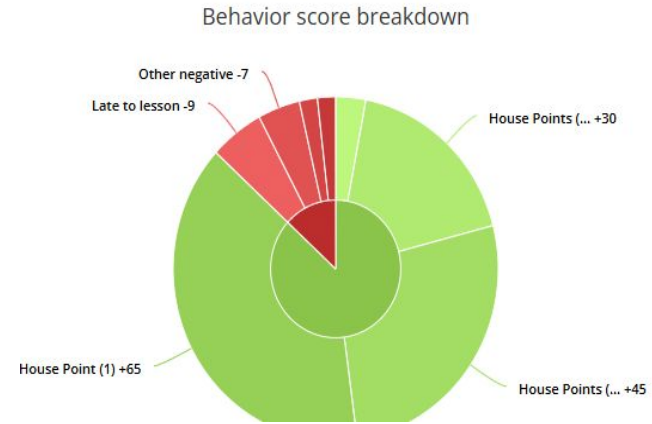
Positive : Negative
140:16
86.8% : 13.2%

Final summary: Student A has made great improvements during SEMH sessions (20%) and is managing emotions much better, this is evident in their behaviour that is remaining relatively consistent over a good period of time in 2025.

Social skills: Communication

Content covered:

- **Outside Vs Insides**

We look at first impressions when you meet people, talk about differences and similarities in people, physical differences but also traits. Meeting people from different cultures, linking in with how people with different ethnicities might feel. Look beyond someone's facade.

- **First Impressions lasts**

Discussing the importance of first impressions. We discuss a situation where your first impression of a person was wrong, then a situation when it was right. We talk through example and why first impressions are important in things like: interviews. Should we avoid snap judgements?

- **Communication clues**

How do we communicate, what are the different ways we communicate with others? Thinking about facial expressions and body language. We discuss how they may react when a friends words and actions did not match.

- **Do you think you can read minds?**

We talk around the concept of reading minds, is it possible? We find out if anyone ever experienced a situation where they thought they knew what the other person was thinking but it turns out they were wrong. How can assuming you know, damage friendships/relationships?

- **Communication situations**

We look at the phrase: when in Rome, do like the Romans did, what does this mean? The idea being that we need to change our communication depending on who the audience is. Adapt your language to the listener.

- **Lost communication?**

How does it feel to lose connection on your electronic devices? The idea is that connections can be lost in in-person conversations too. We discuss different reasons why connections may get lost and talk about alternative ways to improve communication, including avoiding communication blockers.

- **Criticism: Shoe or Duck's back**

Looking at what is constructive criticism, understanding the difference between constructive and destructive criticism, focusing on well known sayings and understanding what they mean.

- **Don't make them blush!**

Introducing the feeling of embarrassment, talking about things and questions that will make them feel uncomfortable. Thinking about questions you can ask your friend but not a stranger, starting to think about what is appropriate conversation in different situations and when to avoid asking embarrassing questions.

- **Mind to mouth**

Discussing the meaning of 'eat your words' Sometimes negative thoughts can become very hurtful words. There is a clear link between our thought and what comes out of our mouths. We look at specific times when they thought negatively about someone and how this came out as hurtful words, we think about how this made the other person feel. We have the power to change our thought, train ourselves to think positively so that our words reflects our thinking.

- **Conversation starters**

Looking at the difference between open and closed questions, getting students to understand that to start conversations we need to ask open questions, role play different situations and conversation starters/openers.

Student B: Social skills, Communication

Background Information:
Was issued with an EHCP in December 2020
Has a diagnosis of ASD Aug 2019, Tourette Syndrome - may present with mild tics at school,
Dyspraxia Aug 2019 and Bi-lateral renal dysplasia (needs to drink a lot of water and needs to be reminded of this, needs to go to the toilet often).
Has executive functioning difficulties, has slow processing speed particularly for verbal information.

Barriers to learning:
- socially immature, can be socially inappropriate, appears not to understand they are being rude
- can misinterpret teasing and banter and doesn't know when to stop
- speaks their mind, cannot keep a secret and will make socially inappropriate comments
- may get involved in misbehaviour if something has happened to provoke them
- needs support in coordination, has difficulties with sensory issues
- slow processing, particularly for verbal information; easily distracted, chatty, has difficulty starting tasks unless they are very interested, difficulty shifting focus from one topic to another and very disorganised
- finds it difficult to take constructive criticism linked to improving their own work.
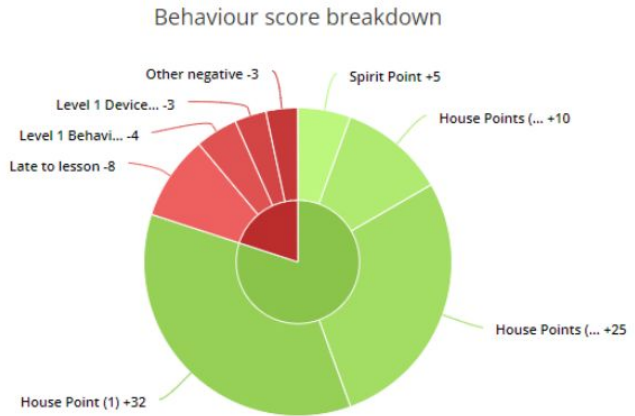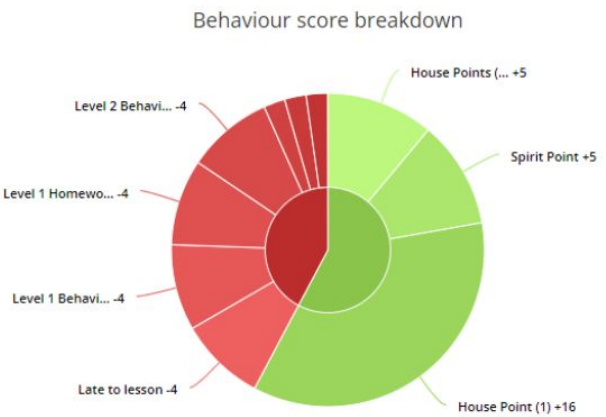
Student B: Social skills, Communication

Feb 24 - Mar 24, Behaviour at 57.8%

Apr 24 - May 24, behaviour at 80% - SEMH support

Feb 24 - Mar 24, Behaviour at 57.8%
Attendance: 95.83%

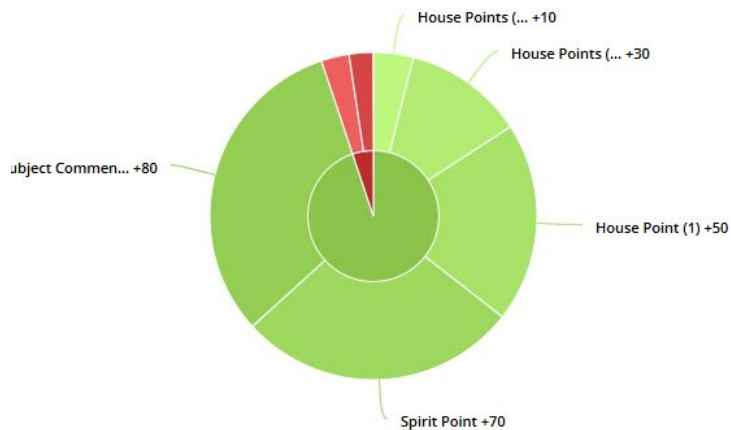Apr 24 - May 24, behaviour at 80% -
Attendance: 94.83%
SEMH support

Behaviour score breakdown

House Points (... +5
Level 2 Behavi... -4
Spirit Point +5
Level 1 Homewo... -4
Level 1 Behavi... -4
Late to lesson -4
House Point (1) +16

Behaviour score breakdown

Other negative -3
Spirit Point +5
Level 1 Device... -3
House Points (... +10
Level 1 Behavi... -4
Late to lesson -8
House Points (... +25
House Point (1) +32

Positive:Negative
26:16
57.8% : 42.2%

Positive:Negative
72:18
80% : 20%

Y10, Sept 2024 - Dec 2024
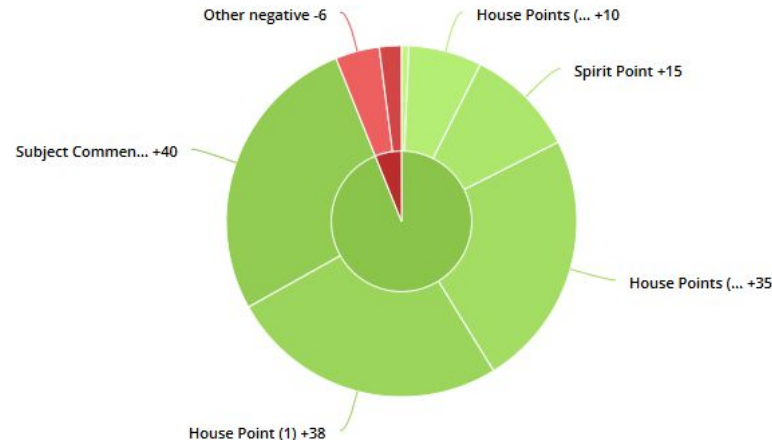Behaviour at 94.9%

Behavior score breakdown

House Points (... +10
House Points (... +30
Subject Commen... +80
House Point (1) +50
Spirit Point +70

Positive:Negative
240: 5
94.9% : 5.1%

Y10, Jan 2025 - May 2025
Behaviour at 93.9%

Behavior score breakdown

Other negative -6
House Points (... +10
Spirit Point +15
Subject Commen... +40
House Points (... +35
House Point (1) +38

Positive:Negative
136:6
93.9% : 6.1%

Final summary: Student B has made fantastic improvements during SEMH sessions (22%) and has continued to do so, maintaining their progress well.

Social skills: Building up (self confidence)

<u>*Content covered:*</u>
- **What do I like about myself and what do I value?**

We always start with asking student what they like about themselves, we talk a bit about their positive qualities/attributes, why others are friends with them. Introducing lots of new attributes to them and they decide if that is them, most of the time or not. We talk about their lists and how that makes them feel. We discuss what is important to them and I suggest other things, a bit more outside of the box to get them to thinks about this idea a bit deeper.
- **The greater Good**

We talk about activities that benefit us, that we do because we gain something. We explore things that they may do that benefits others, actions that may inconvenience them but has a benefit. We discuss things they can promote in different areas of their lives and for the greater good.
- **What is building you?**

We start by explaining the difference between the words tangible and intangible - how this links in with ways we can build ourselves up. We discuss the qualities that they already have and are building on, and the qualities they would like to gain.
- **Secrets and trust**

We talk around how they feel when they are told a 'secret'. We discuss their thought on when to keep secrets and when to share them, we talk about reasons why you may have to share a secret. The connection between secrets and trust in friendships/relationships.
- **Do white lies builds trust?**

Introduce the idea of a 'white lie', have they ever been told one? Have they ever told one? We discuss the effects of white lies on trust. We talk about the difference between white lies, real truth and tactful truth. We look at different situations when it may be appropriate to use each.
- **Values**

Checking what they understand under the word 'value'. Discussing if they add value to themselves and/or others? Talking about how someone may add value to themselves, talking about what qualities they look for in a friend.
- **Builds bridges**

Thinking about what it means to bridge the gap between people, talking about ways we can shrink differences between people. Talking about connecting with others and relationships being like a bridge, each side has a responsibility to maintain/hold their side up, how do we repair it, if needed and considering feelings that may be shared across it. Building interpersonal connections.
- **Boundaries**

Thinking about what happens when we are too connected in relationships/friendships, talking about boundaries and what they are, what they may look like in friendships/relationships. Discussing what boundaries students set, what are deal breakers for them. Talking about saying NO. Thinking about the difference between closeness and boundaries.
- **Through which lense do you see people?**

Using different types of glasses, we discuss the purpose of each, thinking about the lens they look through effects what they see. The idea of perspectives, how our points of view affects what we see.
- **Out the other ear**

Discussing how they think ears are different from brains, the idea that ears hear but we do not have to listen. The brain being much more important as it can select what to listen to - we do have a choice. The brain has more power. Talking about how we can control what we hear with the aim to discount demeaning messages.
- **Build people up, however...**

Talking about complements, have they ever received one? Have they given one? How does this make them feel? Linking this to how we can build others up? Looking at examples of manipulative praise vs sincere praise.

Student C: Social skills, Building up (self confidence)

Background Information:

Joined JFK under the support of Gade Family services due to behaviour of children in school and concerning behaviours displayed by parents. The directive was to work together to support the children's needs.

No diagnosed SEN need.

Academically the student is bright and with direction could excel.Her scoring was in the higher bracket of SAT scores.

Dysregulated behaviours are trauma based/learnt behaviour.

Adult relationships have been displayed in a toxic environment, unfortunately the young person has had too much overshared to her, depicting each adult as a victim. This has enhanced a protective nature that has been witnessed multiple times in school resulting in sanctions. This reinforces her belief that adults are not to be trusted.

Forms strong alliances which are often shifting. Peers and friendships are heavily affected with unpredictable results that resonate through the year groups. The young person is drawn to influence students with their own complex emotional and or academic needs. This young person has exhausted targeted external agency aid. Whilst we recognise her ACE's are significantly higher than universal help, our SEMH work has been the only support she has been willing to engage with for longer than two weeks. During her short time with us, parents acrimoniously parted. The courts required the support of children's services until this was completed in 2024. Targeted work was attempted by the social worker with little engagement.
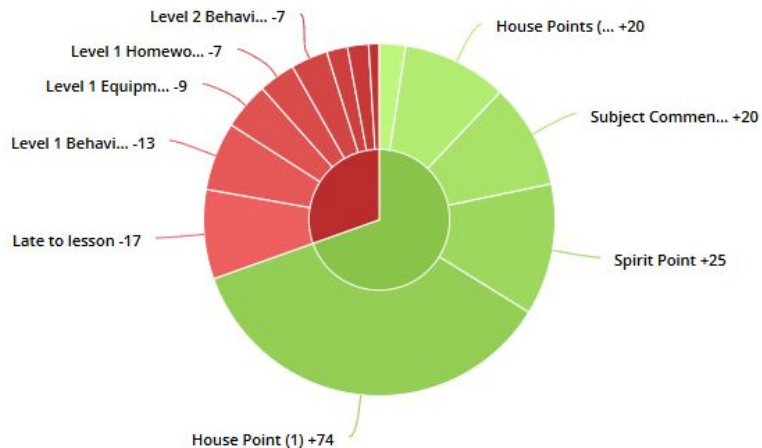
Barriers to learning:
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- can misinterpret teasing and banter and don't know when to stop.
- speaks their mind, cannot keep a secret and will make socially inappropriate comments.
- may get involved in misbehaviour if something has happened to provoke them
- slow at processing (due to being on high alert), particularly for verbal information; easily distracted, chatty, has difficulty starting tasks unless they are very interested, difficulty shifting focus from one topic to another and very disorganised
- finds it difficult to take constructive criticism linked to improving their own work
- will often seek out friendships that they can manipulate. This will cause arguments in free time resulting in them being too dysregulated to learn.

Student C: Social skills: Building up

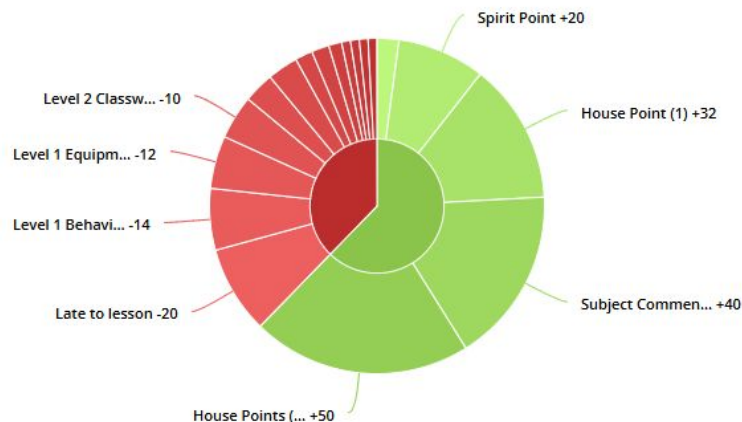Sept - 2024 - Dec 2024
Behaviour at 69.6

Behavior score breakdown

Level 2 Behavi... -7
Level 1 Homewo... -7
Level 1 Equipm... -9
Level 1 Behavi... -13
Late to lesson -17
House Point (1) +74
House Points (... +20
Subject Commen... +20
Spirit Point +25

Positive:Negative
139:53
69.6% : 30.4%

Jan 2025 - Mar 2025
Behaviour at 62.3

Behavior score breakdown

Level 2 Classw... -10
Level 1 Equipm... -12
Level 1 Behavi... -14
Late to lesson -20
House Points (... +50
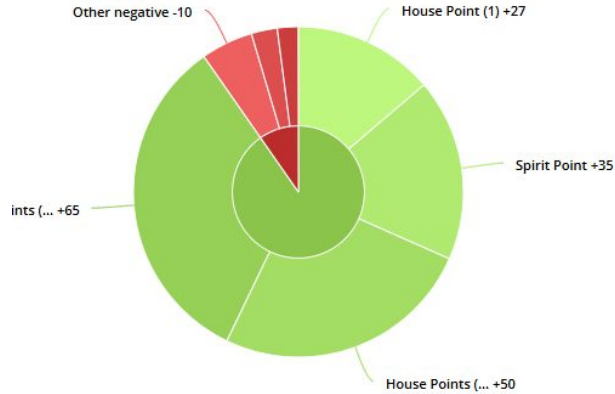Spirit Point +20
House Point (1) +32
Subject Commen... +40

Positive:Negative
142:56
62.3% : 37.7%

Apr 2025 - current - SEMH
Behaviour at 90.3
-       Positive report

Behavior score breakdown

Other negative -10

House Point (1) +27

Spirit Point +35

ints (... +65

House Points (... +50

Positive:Negative
177:10
90.3% : 9.7%

Final summary: Student C is making great progress. Since September 2024 they improved by 20.7%. From January 2025, they improved by 28%.

Moving forward

The development of this role continues. There is clearly more support needed than what one person can offer. Evidence shows that 1:1 sessions are more effective and successful; however, with group sessions we can reach more students.

A whole school approach is needed; this could be worked into lower school PSHE lessons to cover aspects of emotional literacy, dealing with friendships and managing nerves or stress. It could be in the form of one-off workshops for different year groups throughout the year.

Opportunity to educate staff - to get a better understanding of why/how different approaches should be used with individual students.

Measuring progress could be improved by setting up feedback forms for year group teams, teachers and parents to complete, perhaps before and after SEMH intervention.

Offering training and support with SEMH to ASCAT schools.

Opportunity for further training to develop existing courses or new courses could be beneficial.