



Altrincham Preparatory School

Social, Emotional and Mental Health (SEMH) Statement of Practice

Author:	Mrs Holly Finnie – Deputy Headteacher
Responsible Person:	Mr Nick Vernon – Headmaster
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This Statement of Practice applies to Altrincham Preparatory School, including the EYFS. It is available to current and prospective parents upon request and is published on the School's website.

1. Introduction

At Altrincham Preparatory School (APS), we recognise that pupils' social, emotional and mental health (SEMH) needs, whether temporary or long-term, can have a significant impact on their ability to learn, form relationships, and thrive. Our approach reflects the belief that emotional wellbeing underpins academic success and personal growth.

This Statement of Practice outlines how we identify, support, and monitor boys with SEMH needs as part of our wider SEND and pastoral provision.

2. Aims

Our aims are to:

- Promote positive mental health and emotional wellbeing across the school community.
- Identify SEMH needs early and provide appropriate support at a graduated level.
- Foster resilience, self-awareness, and emotional literacy through a whole-school ethos of care.
- Work in partnership with families and external agencies where appropriate.

3. Whole-School Approach

All pupils benefit from a proactive, nurturing environment which supports their wellbeing and emotional development. Key elements include:

- **The Zones of Regulation:** used throughout the school to help boys identify and manage their emotions and develop self-regulation strategies.
- **The Good Morning Club:** a daily pastoral intervention designed to support boys who need additional help in regulating emotions, managing transitions, or starting the school day positively.
- **PSHE and Wellbeing Curriculum:** promotes self-awareness, empathy, and strategies for managing emotions.
- **Three-Tier Pastoral Check-In System:** a structured approach to monitor pupil wellbeing, identify emerging concerns, and ensure timely intervention. Data from check-ins is tracked to monitor patterns and progress over time.

4. Identification and Support

Pupils who display SEMH needs may be identified through:

- Teacher observations and pastoral check-ins
- Parental concerns
- Pupil self-referral or peer concern
- Incidents recorded on CPOMS

Support follows a **graduated approach**:

1. **Universal** – high-quality teaching, pastoral care, and emotional literacy curriculum for all pupils.
2. **Targeted** – small group or one-to-one interventions (for example, Zones-based mentoring or social skills support).
3. **Specialist** – support from external professionals such as an Educational Psychologist, Counsellor, or CAMHS referral, where appropriate.

All interventions are recorded and monitored, with input from class teachers, the Deputy Head, and the Headmaster.

5. Roles and Responsibilities

- **Deputy Head (Pastoral):** overall responsibility for pastoral care, SEMH provision, and monitoring wellbeing data.
- **Designated Safeguarding Lead (DSL):** oversees safeguarding and child protection concerns linked to SEMH.
- **Class Teachers:** identify early signs of SEMH need, support through classroom strategies, and communicate with the Deputy Head (Pastoral).
- **Parents and Carers:** encouraged to maintain open communication with staff regarding their child's wellbeing.
- **All Staff:** receive regular training on supporting SEMH, including emotional regulation and restorative practice.

6. Monitoring and Evaluation

SEMH support is tracked and reviewed termly, with outcomes recorded on CPOMS or individual pupil profiles. The impact of interventions is evaluated through pupil voice, attendance, engagement, and progress data.

7. Partnership and Referral

Where additional or specialist support is required, APS works closely with parents and external professionals, including the GP, CAMHS, Educational Psychologist, or local authority services.

8. Related Policies

- SEND Policy
- Behaviour Management Policy
- Safeguarding and Child Protection Policy
- Anti-Bullying Policy
- PSHE and RSE Policy