# St Helen Auckland Primary School

# Spiritual, Moral, Social and Cultural Development Policy

**Date Approved:** September 2026
**Review Date:** September 2027
**Person Responsible:** Headteacher / SENDCo

This policy takes into account the Department for Education statutory guidance **Keeping Children Safe in Education 2026**, the **Early Years Foundation Stage (EYFS) Statutory Framework**, **Working Together to Safeguard Children 2026**, and the procedures and guidance of the **Durham Safeguarding Children Partnership (DSCP)**. [gov.uk], [gov.uk], [gov.uk]

**What has changed?**

- **Keeping Children Safe in Education 2026** replaced the 2025 version and came into force on **1 September 2026**. [gov.uk]
- **Working Together to Safeguard Children 2026** replaced the 2023 edition and was updated on **18 March 2026**. [gov.uk]
- The **EYFS Statutory Framework** was updated with new versions effective from **1 September 2026**. [gov.uk], [assets.pub...ice.gov.uk]

## 1. Policy Statement

At St Helen Auckland Primary School, we are committed to promoting positive social, emotional and mental health for all pupils, staff and families. We recognise that emotional wellbeing is fundamental to learning, achievement, safeguarding and positive life outcomes.

Our school aims to create a safe, inclusive and nurturing environment where all pupils feel valued, respected and supported. We understand that social, emotional and mental health difficulties can affect pupils in different ways and that early identification and intervention are essential.

We are committed to ensuring that all pupils have access to appropriate support regardless of age, gender, ethnicity, disability, religion, sexual orientation or socio-economic background.

## 2. Aims

The aims of this policy are to:

- Promote positive mental health and emotional wellbeing for all pupils.
- Create a culture where seeking help is encouraged and supported.
- Identify SEMH needs at the earliest opportunity.
- Provide appropriate intervention and support.
- Reduce barriers to learning.
- Improve attendance, behaviour and engagement.
- Promote resilience, self-esteem and emotional literacy.
- Support staff in recognising and responding to mental health concerns.
- Work in partnership with parents, carers and external agencies.
- Ensure SEMH needs are considered as part of safeguarding responsibilities.
- Promote British Values and prepare pupils for life in modern Britain.

## 3. Scope

This policy applies to:

- All pupils.
- All school staff.
- Volunteers and governors.
- Parents and carers.
- External professionals working with the school.

## 4. Definition of SEMH

Social, Emotional and Mental Health (SEMH) needs may include difficulties with:

- Managing emotions.
- Building and maintaining relationships.
- Anxiety or excessive worry.
- Low mood or depression.
- Trauma and attachment difficulties.
- Self-esteem and confidence.
- Behaviour that challenges.
- Self-regulation.
- Social communication.
- Bereavement and loss.
- Mental health conditions diagnosed by medical professionals.

SEMH needs may be temporary or long-term and can affect a pupil's ability to learn, socialise and participate fully in school life.

## 5. Roles and Responsibilities

### Headteacher

The Headteacher will:

- Promote a whole-school approach to mental health and wellbeing.
- Ensure effective implementation of this policy.
- Allocate resources to support SEMH provision.
- Promote staff wellbeing.
- Ensure safeguarding procedures are followed.

### SENDCo

The SENDCo will:

- Coordinate support for pupils with SEMH needs.
- Monitor progress and outcomes.
- Liaise with parents and external agencies.
- Support staff with strategies and interventions.
- Ensure appropriate records are maintained.

**Designated Safeguarding Lead (DSL)**

The DSL will:

- Respond to safeguarding concerns linked to SEMH.
- Ensure appropriate referrals are made.
- Work with external agencies where required.
- Monitor vulnerable pupils.

**Staff**

All staff will:

- Promote positive relationships.
- Model respectful behaviour.
- Support emotional wellbeing.
- Recognise signs of distress.
- Report concerns promptly.
- Participate in relevant training.

**Governors**

Governors will:

- Monitor implementation of the policy.
- Ensure statutory responsibilities are met.
- Promote a culture of wellbeing and inclusion

**Teaching British Values Through the Curriculum and Collective Worship**

At St Helen Auckland Priomay, the fundamental British Values of **democracy, the rule of law, individual liberty, mutual respect and tolerance of those with different faiths and beliefs** are promoted throughout school life and are embedded within our curriculum, collective worship, pastoral support and wider enrichment opportunities.

**British Values Within Lessons**

British Values are taught explicitly and implicitly across the curriculum through age-appropriate learning experiences.

**Democracy**

- Pupils are encouraged to express their views, opinions and feelings in lessons.
- Class discussions, debates and collaborative learning activities provide opportunities for pupils to listen to and respect differing viewpoints.
- Pupils participate in School Council elections and other pupil leadership opportunities.
- Voting activities are used within lessons to help pupils understand democratic processes.

**The Rule of Law**

- Classroom expectations and behaviour policies help pupils understand the importance of rules and consequences.
- Lessons in PSHE, Citizenship, History and Relationships Education explore laws, rights and responsibilities.
- Pupils learn how laws protect individuals and communities and how rules contribute to a safe learning environment.

**Individual Liberty**

- Pupils are encouraged to make choices about their learning and personal development.
- Online safety, personal safety and wellbeing lessons teach pupils how to make informed and responsible decisions.
- Staff support pupils in developing confidence, independence and resilience.

**Mutual Respect**

- Respectful relationships are modelled by all adults and reinforced through classroom expectations.
- Pupils are encouraged to value the ideas, opinions and achievements of others.
- Cooperative learning activities help pupils develop empathy, teamwork and positive communication skills.

**Tolerance of Different Faiths and Beliefs**

- Through Religious Education, PSHE, History, Geography and literacy, pupils learn about a range of cultures, faiths and beliefs.
- Diversity is celebrated and differences are respected.
- Opportunities are provided for pupils to explore and appreciate the rich cultural diversity of modern Britain.

**British Values Through Collective Worship**

Collective worship plays a significant role in promoting British Values and supporting pupils' spiritual, moral, social and cultural development.

Collective worship provides opportunities to:

- Reflect on themes such as kindness, honesty, fairness, courage and compassion.

- Celebrate diversity and the contributions of different cultures, communities and faith groups.
- Explore current events and consider how British Values apply within society.
- Develop understanding of respect, responsibility and belonging.
- Encourage pupils to reflect on their own values and behaviours.
- Promote empathy and consideration for the needs and experiences of others.

Specific worship themes may include:

- Respecting differences.
- Making responsible choices.
- Rights and responsibilities.
- Democracy and participation.
- Anti-bullying.
- Equality and inclusion.
- Community and citizenship.
- Mental health and wellbeing.

Through assemblies, visitors, community links, national events and celebrations, pupils develop an appreciation of life in modern Britain and learn how to contribute positively to a diverse and democratic society.

**Links to SEMH**

The promotion of British Values supports pupils' social, emotional and mental health by:

- Developing self-confidence and self-esteem.
- Encouraging positive relationships.
- Building resilience and emotional literacy.
- Promoting inclusion and belonging.
- Reducing prejudice and discrimination.
- Supporting pupils to become respectful, responsible and active members of their community.

By embedding British Values throughout the curriculum and collective worship, we help pupils develop the knowledge, skills and attitudes needed to thrive both within school and in wider society.

**6. Promoting Positive Mental Health**

Our school will promote positive mental health through:

- A nurturing and inclusive environment.
- Positive relationships between staff and pupils.
- PSHE education.

- Personal development opportunities.
- Anti-bullying initiatives.
- Restorative approaches.
- Emotional literacy activities.
- Peer support opportunities.
- Physical activity and healthy lifestyles.
- Pupil voice activities.
- Celebration of achievement and success.

**7. Identification of SEMH needs**

Possible indicators may include:

- Withdrawal from peers or activities.
- Changes in behaviour.
- Anxiety or persistent worry.
- Low mood.
- Poor attendance.
- Difficulties regulating emotions.
- Declining academic performance.
- Aggression or disruptive behaviour.
- Self-harm concerns.
- Changes in eating or sleeping patterns.

Concerns may be identified through:

- Staff observations.
- Parent concerns.
- Pupil self-referral.
- Attendance monitoring.
- Behaviour records.
- Safeguarding concerns.
- External agency involvement.

**8. Support and Interventions**

Support may include:

**Universal Support**

- Quality First Teaching.
- Positive behaviour support.
- PSHE curriculum.
- Emotional wellbeing activities.
- Pastoral support.

**Targeted Support**

- Small group interventions.
- Social skills groups.
- Emotional literacy programmes.
- Nurture provision.
- Mentoring.
- Check-in systems.

**Specialist Support**

- Educational Psychology.
- CAMHS.
- Mental Health Support Teams.
- School Nursing Service.
- Early Help Services.
- Social Care.
- Specialist SEMH provision.

## 9. Safeguarding

Mental health concerns may become safeguarding concerns where there is:

- Risk of significant harm.
- Self-harm.
- Suicidal ideation.
- Abuse or neglect.
- Exploitation.
- Domestic abuse.
- Online harm.

Any concerns will be reported immediately to the Designated Safeguarding Lead and managed in accordance with the school's safeguarding procedures.

## 10. Partnership with Parents and Carers

The school recognises that parents and carers play a crucial role in supporting emotional wellbeing.

We will:

- Communicate concerns sensitively.
- Involve parents in planning support.
- Share appropriate information.
- Signpost families to support services.
- Promote collaborative working.

## 11. Staff Wellbeing

The school acknowledges the importance of staff wellbeing.

We will:

- Promote a supportive culture.
- Encourage open communication.
- Provide access to training.
- Monitor workload where possible.
- Signpost staff to wellbeing support services.

## 12. British Values

The school actively promotes the fundamental British Values of:

### Democracy

Pupils will:

- Participate in School Council elections.
- Share views through pupil voice activities.
- Contribute to decision-making processes.
- Understand democratic processes.

### Rule of Law

Pupils will:

- Understand school expectations and behaviour policies.
- Learn about laws and responsibilities.
- Appreciate the importance of fairness and safety.
- Develop accountability for their actions.

### Individual Liberty

Pupils will:

- Be encouraged to make informed choices.
- Develop confidence and independence.
- Understand their rights and responsibilities.
- Learn how to stay safe and seek support.

### Mutual Respect

Pupils will:

- Value the opinions and experiences of others.
- Develop positive relationships.
- Demonstrate kindness, empathy and tolerance.
- Resolve conflict respectfully.

**Tolerance of Different Faiths and Beliefs**

Pupils will:

- Explore different cultures, faiths and beliefs.
- Challenge prejudice and discrimination.
- Appreciate diversity within modern Britain.
- Respect the protected characteristics outlined within equality legislation.

Through our SEMH provision, pupils will be supported to understand, demonstrate and apply these values both within school and in the wider community.

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**13. Monitoring and Review**

The effectiveness of this policy will be monitored through:

- Attendance data.
- Behaviour records.
- Pupil voice.
- Parent feedback.
- Intervention outcomes.
- Safeguarding information.
- Governor monitoring.

The policy will be reviewed annually or sooner if required by legislation, guidance or local need.