



The Orchard SEMH Unit Policy - Promoting Positive Behaviour, Consistent Routines and Inclusive Learning

Supporting Regulation, Positive Behaviour, and Readiness for Learning

(Aligned with the SEND Code of Practice: 0–25 years)

Purpose

This policy outlines consistent routines and restorative practices to meet pupils' Social, Emotional and Mental Health (SEMH) needs, promote inclusion, and prepare pupils for successful engagement in learning. It reflects statutory guidance in the SEND Code of Practice (2015) which identifies SEMH as one of the four broad areas of need and requires schools to use their best endeavours to provide appropriate support.

Scope

This policy applies to all pupils attending The Orchard SEMH Unit and staff responsible for their care and education.

Definitions

SEMH: Social, Emotional and Mental Health needs as defined in the SEND Code of Practice (2015). Restorative Practice: An approach that focuses on repairing harm and restoring relationships.

Roles and Responsibilities

Staff: Implement routines and restorative practices consistently.

Pupils: Engage with routines and restorative processes.

Senior Leaders: Monitor implementation and review annually.



Section 1: Positive Behaviour and Restorative Practice

Positive Noticing: Staff consistently use calm, quiet positive reinforcement throughout the day. Rewards are provided in line with the whole-school behaviour policy, ensuring smooth transitions between mainstream and alternative settings.

Objective: Reinforce appropriate behaviour, build self-esteem, and strengthen relationships.

SEND Link: Inclusive practice and removing barriers to learning (CoP 6.2).

Work Rewards: A structured reward system recognises work completion to prevent lost learning.

Objective: Create a positive learning environment, promoting high engagement in learning.

SEND Link: Promoting engagement and achievement (CoP 6.8).

Behaviour Management: Rewards and consequences follow restorative justice principles, supported by visual symbols to aid understanding of feelings, actions and consequences. Restorative actions include self reflection at the end of each day, apologies, letters, or tidying up. Positive behaviour is rewarded with an end of day social game to build social skills.

Objective: Develop emotional regulation, social skills, and a sense of community responsibility

SEND Link: Encouraging participation and emotional development (CoP 6.28).

Recording and Monitoring: Each pupil has a private weekly log for reflection and ownership of behaviour. Behaviour points awarded for integrated lesson participation in line with whole school behaviour policy. Incidents recorded using the ABC approach (Antecedent, Behaviour, Consequence).

Objective: Build emotional regulation, encourage responsibility and create an informed approach to behaviour management that supports both individual progress and whole-class strategies

SEND Link: Monitoring progress and adapting provision (CoP 6.76).

Section 2: Routines to Regulate and Prepare for Learning

Daily Routines



1. Consistent Entry Routine: Pupils enter to calming music with a visual timetable. Breakfast is offered on arrival.

Objective: Increase feelings of safety and predictability.

SEND Link: Structured environments reduce anxiety (CoP 6.21).

2. Positive Interactions: Staff aim for three discreet positive interactions per pupil daily.

Objective: Build secure relationships and self-esteem.

SEND Link: Emotional well-being and relationship building (CoP 6.28).

3. Morning Check-In: Discreet check-in using a feelings thermometer; snacks provided if needed.

Objective: Teach emotional vocabulary and appropriate expression.

SEND Link: Developing emotional literacy (CoP 6.28).

4. Transition Warnings: 5-minute and 2-minute warnings before transitions using visual/auditory cues.

Objective: Reduce anxiety and support smooth transitions.

SEND Link: Predictable routines for SEMH needs (CoP 6.21).

5. Calm Start: Begin with breathing or stretching exercises before learning.

Objective: Model self-regulation techniques.

SEND Link: Teaching coping strategies (CoP 6.28).

6. Daily Structure: Discuss timetable using now and next approach; tick completed tasks.

Objective: Reduce uncertainty and prepare for changes.

SEND Link: Supporting understanding and reducing anxiety (CoP 6.21).

7. End-of-Day Wind-Down: Reflect on the day, share one thing I'm proud of, followed by a social game or restorative session.

Objective: Build self-esteem and prepare for transition home.

SEND Link: Promoting resilience and confidence (CoP 6.28).

Monitoring and Review



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This policy will be reviewed annually to ensure compliance with the SEND Code of Practice and alignment with best practice in SEMH provision.

References

SEND Code of Practice: 0 to 25 years (2015). Available at: <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>



Inclusion is embedded across all curriculum areas through a structured, sequenced approach that supports pupil success. Integration opportunities are provided within the pupil's mainstream year group wherever appropriate. Decisions regarding year group placement for specific sessions are based on individual needs. Progression through these steps remains flexible and responsive, acknowledging that development may not always follow a linear trajectory.

Steps to Reintegration

1. Initial Placement

The pupil begins their education within our enhanced SEMH SEND provision, The Orchard.

2. Social Integration – Lunch

The pupil joins their mainstream peers for lunchtime activities.

3. Social Integration – Playtime

The pupil participates in playtime with their mainstream year group.

4. Outdoor Learning

Engagement in Forest School sessions alongside peers.

5. Physical Education

Integration into mainstream PE lessons.

6. School-Based Enrichment

Participation in enrichment activities within the school setting.

7. Community Enrichment

Engagement in enrichment opportunities beyond the school environment.

8. Curriculum Integration – Initial Subject

Integration into a foundation subject of the pupil's interest.

9. Curriculum Integration – Extended Subjects



Gradual increase to include two subjects, with further progression as appropriate.

Support Scaffolding

Pupils progress through a structured sequence of support to promote confidence and independence:

1. Full Support

Learning and integration activities are fully supported by familiar staff from the SEMH provision.

2. Shared Support

Significant support is provided by less familiar (mainstream) staff to encourage adaptation and resilience.

3. Independent Participation

The pupil participates fully alongside all class peers and class staff with minimal or no additional support.

Mastery Criteria:

Before moving to the next stage, pupils should demonstrate success on at least five separate occasions to ensure readiness and consistency.