



City of
Stoke-on-Trent

Stoke-on-Trent City Council

The Social, emotional and mental health

Quality first teaching Guidance

Social, emotional and mental health guidance

Quality first teaching

Descriptor	Planning	Pupil Groups	Staffing	Differentiation	Resources
<p>All Children should be educated in a socially and emotionally differentiated learning environment and taught the social skills which underpin good behaviour.</p> <p>The key ideas are:</p> <p>An appropriate whole school ethos.</p> <p>A positive focus on attendance.</p> <p>A positive behaviour policy which is socially and emotionally differentiated to meet the needs of pupil's.</p> <p>A classroom and playground environment which focuses on positive relationships and the development of social skills.</p> <p>The provision of planned opportunities for pupils to learn social and emotional skills.</p> <p>The recognition that some pupils may experience short term difficulties managing their emotions and behaviour .</p>	<p>Systems in place to ensure effective class behaviour management strategies.</p> <p>Systems in place which ensure effective consequences to positive and negative behaviour (rewards and sanctions).</p> <p>Effective links between pastoral support, personal and social education, SEN and the curriculum.</p> <p>Accurate assessment of teaching and learning which includes emotional and developmental factors.</p>	<p>Mainstream nurturing classroom environment with attention paid to nurturing principles.</p> <p>A quiet area in the classroom available for individual work or allow pupils to calm or refocus.</p> <p>Attention paid to learning styles/ any learning adjustments that may be necessary.</p> <p>Attention paid to emotional, social health and wellbeing.</p>	<p>School behaviour policy, with a range of strategies which are clearly communicated and monitored and consistently implemented.</p> <p>Provision by class teacher additional classroom staff and a range of resources usually available in the classroom.</p> <p>Shared understanding of how social and emotional issues impact on behaviour.</p> <p>Close liaison and common approach with parents/carers.</p> <p>Staff support and training on issues related to emotional, social development and behaviour.</p>	<p>Appropriate differentiation of the curriculum and all supporting materials.</p> <p>Assessment of preferred styles to inform teaching.</p> <p>Use of behaviour targets within the classroom and playground.</p> <p>The planned teaching of personal social and emotional skills.</p> <p>Planned teaching of social communication skills.</p>	<p>An effective behaviour /inclusion policy that is regularly monitored and evaluated within the school.</p> <p>A range of additional support/ interventions in place in school such as school councils, peer support groups, circle time and breakfast clubs.</p> <p>Strategies in place to encourage parental involvement in the life of school.</p> <p>Structured systems in place to support internal transitions between classes/ activities around school.</p> <p>Strategies in place to monitor attendance and punctuality which enhance communication between home and school.</p> <p>Systems for observing, auditing and assessing a pupils behaviour monitored by SMT.</p>