ALMA EDUCATION

Social Emotional & Mental Health Policy

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Statement of Intent

Alma Education recognises that social, emotional and mental health (SEMH) difficulties are common among the young people it works with. Many learners are referred to Alma precisely because anxiety, trauma or emotional difficulty has made their mainstream setting unworkable. This policy sets out how Alma promotes positive mental health and wellbeing, and supports every learner it works with, while ensuring all learners with SEMH difficulties are identified and appropriately supported.

This policy explains how Alma identifies concerns, how it responds, when it escalates, and how it works with families, commissioning bodies and other professionals. Through the successful implementation of this policy, Alma aims to promote a positive outlook regarding learners with SEMH difficulties, eliminate prejudice, and promote equal opportunities for every learner.

Alma works with the commissioning body and, where relevant, the local authority, on the involvement of learners and their families in decision-making, the early identification of learners' needs, collaboration between education, health and social care services, and greater choice and control for learners and families over their support.

Legislation and Statutory Guidance
Children and Families Act 2014
Health and Social Care Act 2012
Equality Act 2010
Education Act 2002
Mental Capacity Act 2005
Children Act 1989
Keeping Children Safe in Education (2026)
Mental Health and Behaviour in Schools (DfE, Nov 2018)
SEND Code of Practice 0 to 25 Years (Jan 2015)
Non-School AP Voluntary National Standards (Aug 2025)

1. Legal Framework and Related Policies

This policy has due regard to all relevant legislation and statutory guidance, including, but not limited to, the legislation and guidance listed in the table above.

This policy operates in conjunction with the following Alma policies:

- Child Protection and Safeguarding Policy
- SEND Policy

- Behaviour Policy
- Health and Safety Policy
- Staff Code of Conduct
- Attendance and Absence Policy
- Data Protection and Privacy Policy

2. Scope

This policy applies to all learners receiving provision from Alma, all learning mentors and staff, and all settings in which sessions take place: learners' homes, community venues and Alma hubs.

Many of Alma's learners arrive with a history of anxiety, school avoidance, trauma, adverse childhood experiences or unmet SEND. SEMH need is the context in which all of Alma's provision takes place, and this policy is written with that context in mind.

3. Roles and Responsibilities

Alma as a whole

Alma as a whole is responsible for:

- Using a preventative approach to create a calm, predictable environment where SEMH difficulties are less likely to escalate, in order to improve the mental health and wellbeing of every learner and build resilience.
- Ensuring that only appropriately trained professionals attempt to make a diagnosis of a mental health problem.
- Ensuring that staff are aware of how potentially traumatic adverse childhood experiences, including abuse and neglect, can impact a learner's mental health, behaviour and education.
- Equipping staff with the knowledge required to identify learners whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.
- Raising awareness and employing efficient referral processes to help learners access evidence-based early support and interventions.
- Working effectively with external agencies and commissioning bodies to provide swift access or referrals to specialist support and treatment.
- Identifying and supporting learners with SEND, and considering how SEND resources can support learners whose mental health difficulties amount to SEND.
- Identifying where wellbeing concerns represent safeguarding concerns, and ensuring that appropriate safeguarding referrals are made in line with the Child Protection and Safeguarding Policy.

The Advisory Board

The Advisory Board, in its advisory role, will:

- Seeking assurance that learners with SEMH difficulties and their families are fully engaged when policies affecting them are drawn up.
- Seeking assurance that provision is in place for all learners with SEMH difficulties, whether or not they have an EHC plan.
- Seeking assurance that learners with SEMH difficulties are not discriminated against, harassed or victimised.
- Seeking assurance that there are clear systems and processes in place for identifying possible SEMH problems, including routes to escalate and clear accountability.

The Director of Education

The Director of Education, acting as senior mental health lead and DSL, is responsible for:

- Overall oversight of learner and staff wellbeing, including the whole-organisation approach to mental health, and how this is reflected in policies, session planning and pastoral support.
- Acting as Alma's senior mental health lead and DSL, with sufficient authority to develop and oversee Alma's approach to mental health and wellbeing.
- Reviewing session notes and identifying patterns of concern.
- Ensuring that learning mentors are aware of a learner's SEMH needs and have arrangements in place to meet them.
- Reviewing learners' academic and emotional progress during the course of their placement.
- Promoting CPD to ensure that staff are aware of common symptoms of mental health problems.
- Establishing and maintaining a culture of high expectations, and including learners with SEMH difficulties in all opportunities available to other learners.
- Consulting health and social care professionals, learners and families to ensure needs are effectively supported.
- Keeping families and commissioning bodies up to date with any changes or concerns.
- Being a key point of contact with external agencies, especially mental health support services and the relevant local authority.
- Liaising with families, commissioning bodies and external services where escalation is needed.
- Referring learners with SEMH difficulties to external services, for example specialist children and young people's mental health services (CYPMHS), where required.

Learning mentors

Learning mentors are responsible for:

- Creating a calm, consistent and supportive session environment.
- Staying attentive to changes in a learner's presentation, mood or engagement.
- Using trauma-informed and neurodiversity-affirming approaches in every session.

- Being aware of the signs of SEMH difficulties, and that mental health problems can, in some cases, indicate that a learner has suffered or is at risk of suffering abuse, neglect or exploitation.
- Understanding how potentially traumatic adverse childhood experiences can impact a learner's mental health, behaviour and education.
- Planning and reviewing support for learners with SEMH difficulties in collaboration with families and, where appropriate, the learner themselves.
- Setting high expectations for every learner and supporting them to work towards their full potential, whatever their starting point.
- Recording relevant wellbeing observations in session notes.
- Escalating wellbeing concerns to the Director of Education promptly.
- Treating any safeguarding concern as a safeguarding matter, and referring immediately under the Child Protection and Safeguarding Policy.

4. Creating a Supportive Environment

Alma's approach to supporting and promoting mental health and wellbeing rests on prevention (creating a calm environment where SEMH difficulties are less likely, and equipping learners to manage the normal stress of life effectively), identification (recognising emerging issues as early and accurately as possible), early support (helping learners access evidence-based early support and interventions), and access to specialist support (working effectively with external agencies to provide swift access or referrals to specialist support and treatment).

Alma's delivery model is itself part of this preventative approach. Every session is:

- 1:1 or small group, with no peer comparison and no performance pressure.
- Interest-led where possible, so learners engage with content that is meaningful to them.
- Consistent: the same learning mentor, the same structure, and the same expectations each time.
- Predictable: learners know what will happen and are not caught off guard.
- Low-stakes: mistakes are part of learning; there is no shame, no grades and no ranking against others.

Alma takes a trauma-informed approach: behaviour and presentation are treated as communication, not defiance. A learner who disengages, refuses a task or becomes dysregulated is responding to something, and the learning mentor's role is to notice, adapt and stay calm. Alma also takes a neurodiversity-affirming approach: difference in how a learner thinks, learns or communicates is treated as difference, not deficit.

Alma uses various strategies to support learners who are experiencing high levels of psychological stress, or who are at risk of developing SEMH difficulties, including:

- PSHE and personal development themes within sessions.

- Positive relationship-building between the learning mentor and learner.
- Developing the learner's social skills, where sessions involve more than one learner.
- Working with families.

The Behaviour Policy includes measures to prevent and tackle bullying, and sets out an individualised, graduated response when behaviour may be the result of SEMH needs or other vulnerabilities.

The Director of Education ensures that there are clear, low-stigma ways for learners to raise a mental health concern, whether their own or a family member's or friend's, and that learners know where to go for support.

5. Staff Training

The Director of Education ensures that all learning mentors have a clear understanding of the needs of every learner, including those with SEMH needs.

The Director of Education promotes CPD to ensure that staff can recognise common symptoms of mental health problems, understand what represents a concern, and know what to do if they believe they have spotted a developing problem. Clear processes are in place to help staff who identify SEMH problems escalate them through clear referral and accountability routes.

Staff receive training to ensure they:

- Promote good mental health and wellbeing in every session.
- Quickly identify individual learners who need support with their mental health.
- Recognise common suicide risk factors and warning signs.
- Understand what to do if they have concerns about a learner demonstrating suicidal behaviour.
- Know what support is available for learners and how to refer them to such support where needed.
- Are aware of how abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact on a learner's mental health, behaviour and education.
- Understand trauma-informed and neurodiversity-affirming practice.

6. Identifying Signs of SEMH Difficulties

Alma is committed to identifying learners with SEMH difficulties at the earliest possible stage. The consistency of the 1:1 relationship between a learning mentor and learner puts staff in a strong position to notice changes in wellbeing.

Staff are aware of the signs that may indicate a learner is struggling with their SEMH. These may include, but are not limited to:

- Anxiety

- Low mood
- Being withdrawn
- Avoiding risks
- Unable to make choices
- Low self-worth
- Isolating themselves
- Refusing to accept praise
- Failure to engage
- Poor personal presentation
- Lethargy or apathy
- Daydreaming
- Unable to make and maintain friendships
- Speech anxiety or reluctance to speak
- Task avoidance
- Challenging behaviour
- Restlessness or over-activity
- Habitual body rocking
- Non-compliance
- Mood swings
- Indiscriminate contact or affection seeking, over-friendliness or excessive clinginess
- Demonstrating excessively 'good' behaviour to prevent disapproval
- Failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed
- Coercive controlling behaviour
- Lack of ability to understand and recognise emotions
- Impulsivity
- Physical aggression
- Verbal aggression
- Perceived injustices
- Disproportionate reactions to situations
- Difficulties with change or transitions
- Absconding
- Eating issues
- Lack of empathy
- Lack of personal boundaries
- Poor awareness of personal space

When Alma suspects that a learner is experiencing mental health difficulties, the following graduated response is used:

- An assessment is undertaken to establish a clear analysis of the learner's needs.
- A plan is set out to determine how the learner will be supported.
- Action is taken to provide that support.
- Regular reviews are undertaken to assess the effectiveness of the provision, and changes are made as necessary.

A strengths and difficulties questionnaire (SDQ) may be used when a learner is suspected of having SEMH difficulties, to help staff build an overview of the learner's mental health and make a judgement about whether they are likely to be experiencing SEMH difficulties.

Where appropriate, the Director of Education asks the family to give consent to their GP to share relevant information regarding SEMH with Alma, and Alma is aware, where possible, of any support programmes GPs are offering.

Staff discuss concerns regarding SEMH difficulties with the learner's family, and take any concerns expressed by the family, the learner or colleagues seriously. Staff consider all previous assessments and progress over time before referring the learner to the appropriate services, in line with the commissioning body's local offer and Alma's SEND Policy.

Record and raise every concern promptly

Noticing a sign of SEMH difficulty does not require the learning mentor to investigate or intervene clinically. Record what you have observed in the session note and raise it with the Director of Education promptly, the same day wherever possible.

Staff are aware of:

- Factors that put learners at risk of SEMH difficulties, such as low self-esteem, physical illness, academic difficulties and family problems.
- The fact that risks are cumulative, and exposure to multiple risk factors can increase the risk of SEMH difficulties.

Persistent mental health difficulties can lead to a learner developing SEND. If this occurs, the Director of Education ensures that appropriate provisions are put in place, in collaboration with the commissioning body, and the learner and their family are involved in any decision-making about the support the learner needs.

Alma promotes resilience to help encourage positive SEMH. Poor behaviour is managed in line with the Behaviour Policy. Staff observe, identify and monitor the behaviour of learners potentially showing signs of SEMH difficulties; however, only medical professionals make a diagnosis of a mental health condition.

A learner's progress is reviewed regularly by the Director of Education, so that patterns in engagement, attendance or behaviour are noticed and can be acted on where necessary. Because Alma works 1:1 or in small groups, every learner is well known to their learning mentor, who is well placed to notice where unusual behaviour may need investigating and addressing.

7. Vulnerable Groups

Some learners are particularly vulnerable to SEMH difficulties. These 'vulnerable groups' are more likely to experience a range of adverse circumstances that increase the risk of mental health problems. Staff are aware of the increased likelihood of SEMH difficulties in these learners and remain vigilant to early signs of difficulty.

Vulnerable groups include the following:

- Learners who have experienced abuse, neglect, exploitation or other adverse circumstances
- Children in need
- Looked-after children and previously looked-after children
- Learners who are socioeconomically disadvantaged

Children in need, looked-after and previously looked-after learners are more likely to have SEND and experience mental health difficulties than their peers, and more likely to struggle with executive functioning, forming trusting relationships, social skills, managing strong feelings, sensory processing, and coping with change. They may also be living in chaotic circumstances and be suffering, or at risk of, abuse, neglect and exploitation, and are likely to have less support available outside of sessions than most learners. Staff are aware of how these experiences and any SEND can affect a learner's behaviour and education, and this is reflected in the design and application of the Behaviour Policy.

Where a learner is being supported by children's social care, Alma works with their allocated social worker to better understand the learner's wider needs and circumstances. This collaborative working informs the assessment of needs and enables prompt responses to safeguarding concerns.

Where Alma has concerns about a looked-after learner's behaviour, the Director of Education liaises with the learner's virtual school head at the earliest opportunity, so they can help determine the best way to support the learner. For a previously looked-after learner, the family or the Director of Education will seek advice from the relevant virtual school head where needed.

8. Adverse Childhood Experiences

The balance between risk and protective factors is disrupted when traumatic events happen in a learner's life, such as:

- Loss or separation: for example a death in the family, parental separation, divorce, hospitalisation, loss of friendships, family conflict, a family breakdown that displaces the learner, being taken into care or adopted, or a parent being deployed in the armed forces.
- Life changes: for example the birth of a sibling, moving house, or changing school.
- Traumatic experiences: for example abuse, neglect, domestic violence, bullying, violence, accidents or injuries.
- Other traumatic incidents: for example natural disasters or terrorist attacks.

Some learners may be affected by events even if they are not directly involved, for example a learner with a parent in the armed forces may find global disasters or terrorist incidents particularly traumatic.

Alma supports learners who have been through adverse childhood experiences, even if they are not showing any obvious signs of distress, since early help is likely to prevent further problems. Support may come from Alma's own approach or via specialist staff and support services.

9. SEND and SEMH

Alma recognises it is well placed to identify SEND at an early stage, and works with partner agencies and the commissioning body to address these needs. Alma's full SEND identification and support procedures are set out in the SEND Policy.

Where learners have certain types of SEND, there is an increased likelihood of mental health problems: for example, learners with autism or learning difficulties are significantly more likely to experience anxiety.

Early intervention to address the underlying causes of disruptive behaviour includes an assessment of whether appropriate support is in place to address the learner's SEND. The Director of Education considers, with the commissioning body, whether a multi-agency assessment would help identify unidentified SEND and mental health problems, and whether there are wider difficulties having an adverse effect on the learner.

Alma recognises that not all learners with mental health difficulties have SEND. The graduated response described in section 6 is used as good practice for every learner, regardless of whether they have SEND. All staff understand their responsibilities to learners with SEND, including learners with persistent mental health difficulties.

10. Risk Factors and Protective Factors

There are a number of risk factors beyond being part of a vulnerable group that are associated with an increased likelihood of SEMH difficulties. There are also protective factors associated with a decreased likelihood. The table below sets out common risk factors, as outlined by the DfE, that staff remain vigilant of, and the protective factors that staff look for and notice when missing:

	Risk factors	Protective factors
In the learner	Genetic influences, low IQ and learning disabilities, specific developmental delay or neuro-diversity, communication difficulties, difficult temperament, physical illness, academic difficulty, low self-esteem	Secure attachment experience, outgoing temperament, good communication skills and sociability, being a planner and having a belief in control, humour, a positive attitude, experiences of success and achievement, faith or spirituality, capacity to reflect
In the learner's family	Overt parental conflict including domestic violence, family breakdown, inconsistent or unclear discipline, hostile and rejecting relationships, failure to adapt to a child's changing needs, physical, sexual or emotional abuse or neglect, parental psychiatric illness, parental criminality, alcoholism or personality disorder, death and loss including loss of friendship	At least one good parent-child relationship or one supportive adult, affection, clear consistent discipline, support for learning, supportive long-term relationships or the absence of severe discord
In Alma's provision	Bullying including online, discrimination, breakdown in or lack of positive friendships, peer pressure, child-on-child abuse, poor learner-to-staff relationships	Clear policies on behaviour and bullying, a Staff Code of Conduct, an open-door approach for learners to raise problems, a whole-provision approach to promoting good mental health, good learner-to-staff relationships, positive session management, a sense of belonging, effective safeguarding and child protection arrangements, appropriate procedures for

		staff to raise concerns confidently
In the community	Socioeconomic disadvantage, homelessness, disaster, accidents or other overwhelming events, discrimination, exploitation including criminal exploitation, trafficking, online abuse, sexual exploitation and radicalisation, other significant life events	Wider supportive network, good housing, a high standard of living, opportunities for valued social roles, a range of sport or leisure activities

Staff are also aware of common warning signs for suicidal behaviour, which may present through:

- Speech: the learner has mentioned killing themselves, feeling hopeless, having no reason to live, being a burden to others, feeling trapped, or unbearable pain.
- Behaviour: increased use of alcohol or drugs, looking for ways to end their life such as searching online, withdrawing from activities, isolating themselves, sleeping too much or too little, visiting or calling people to say goodbye, giving away possessions, aggression, fatigue, self-harm.
- Mood: depression, anxiety, loss of interest, irritability, humiliation and shame, agitation and anger, or relief or a sudden improvement, for example through self-harm.

11. Supporting Learners in Sessions

Alma recognises that short-term stress and worry are a normal part of life, and that most learners will face mild or transitory changes that have a short-term effect on their mental health. Staff are trained to tell the difference between 'normal' stress and more persistent mental health problems.

Within sessions, learning mentors support learner wellbeing by:

- Following the learner's lead on pace, task and approach, without forcing progress when a learner is struggling.
- Naming and validating emotions simply, for example 'I can see today feels hard.'
- Building in movement, breaks or a change of activity where a learner is dysregulated.
- Keeping tone of voice, body language and physical space calm.
- Celebrating effort and progress in specific, genuine terms.
- Maintaining a consistent, warm and professional relationship throughout.

Don't counsel or probe a disclosure
Learning mentors do not counsel, therapise or explore past trauma with learners. If a learner discloses something distressing, listen, don't probe, reassure them they are not in trouble, and follow the disclosure procedure in the Child Protection and Safeguarding Policy.

12. SEMH Intervention and Support

Sessions focus on promoting a learner's resilience, confidence and ability to learn. Positive session management and, where relevant, small group work are used to promote positive behaviour, social development and high self-esteem.

Where appropriate, Alma signposts to external counselling and therapeutic services, and works with the family and commissioning body to access these, for example through CYPMHS or a charity such as Beyond.

Where appropriate, families are directly involved in any intervention concerning their child, and Alma supports families in the management and development of their child's wellbeing.

Where in-session support is not enough, referral and commissioning of external support takes place instead of, or alongside, in-session intervention, and Alma continues to support the learner as much as possible throughout the process. Serious cases of SEMH difficulty are referred to CYPMHS.

To ensure referring a learner to CYPMHS is effective, staff will:

- Use a clear, approved process for identifying learners who need further support.
- Document evidence of their SEMH difficulties.
- Encourage the learner and their family to speak to the learner's GP.
- Work with local specialist CYPMHS to make the referral process as quick and efficient as possible.
- Understand the criteria used by specialist CYPMHS in determining whether a learner needs their services.
- Consult CYPMHS about the most effective things Alma can do to support learners whose needs aren't so severe that they require specialist CYPMHS.

Through sessions, learners are supported to:

- Build self-esteem and a positive self-image.
- Foster the ability to self-reflect and problem-solve.
- Protect against self-criticism and social perfectionism.
- Foster self-reliance and the ability to act and think independently.
- Create opportunities for positive interaction with others.

- Get involved in decisions about their own learning.

For learners with more complex needs, additional support may include:

- Additional one-to-one learning support.
- One-to-one therapeutic work delivered by mental health specialists, arranged with the family and commissioning body.
- The creation of an individual healthcare plan (IHP) where a learner has complex medical needs.
- Seeking professional mental health recommendations regarding medication.
- Family support or therapy, where recommended by mental health professionals.

13. Suicide Concern Intervention and Support

Where a learner discloses suicidal thoughts, or a learning mentor has a concern about a learner, they will:

- Listen carefully, remembering it can be difficult for the learner to talk about their thoughts and feelings.
- Respect confidentiality, only sharing information on a need-to-know basis.
- Be non-judgemental, making sure the learner knows they are being taken seriously.
- Be open, giving the learner a chance to be honest about their true intentions.
- Stay with the learner closely while referring them to the DSL for support.
- Record details of their observations or discussion and share them with the DSL.

Once suicide concerns have been referred to the DSL, local safeguarding procedures are followed and the learner's family is contacted. Medical professionals, such as the learner's GP, are notified as needed.

The DSL and any other relevant staff members, alongside the learner and their family, work together to create a safety plan setting out how the learner is kept safe and the support available.

Safety plans:

- Are always created in line with advice from external services and the learner themselves.
- Are reviewed regularly by the DSL.
- Can include adjusted session arrangements or dedicated sessions with a counsellor.

14. Referral and Signposting

Where a pattern of concern goes beyond what Alma's provision can address, the following steps are taken:

- The concern is discussed with the family at the earliest opportunity.
- The commissioning body is informed of the concern.

- Appropriate external support is identified and, with the family's agreement, signposted or referred to.

Alma's referral routes, focused on its target areas of Wirral, Cheshire East and Cheshire West and Chester, include:

- The SEND Local Offer (SENDLO): each local authority publishes a Local Offer listing SEMH support available to children and families. Wirral, Cheshire East and Cheshire West and Chester all maintain current Local Offer directories.
- Early Help or Early Intervention, via the relevant local authority's Single Point of Access or Early Help Hub.
- CAMHS: referral is typically made via a GP, school or local authority. Alma can support a referral with written evidence of concerns observed during sessions.
- The learner's school nurse, where they have one through their commissioning school.
- The learner's GP. Families are always encouraged to speak to their GP where mental health concerns are significant.

Families can also be directed to Beyond (wearebeyond.org.uk), a youth mental health charity with a searchable directory of local and national support services. This is a signposting resource, not a referral pathway.

Alma does not make clinical referrals independently. Where a referral requires the involvement of a commissioning body or home school, Alma supports the process.

Any risk is a safeguarding matter

Any concern that crosses into risk, for example self-harm or suicidal thoughts, is a safeguarding matter. Refer immediately under the Child Protection and Safeguarding Policy, without waiting for a scheduled review or report.

15. Working with Families and Commissioning Bodies

Families are partners in supporting a learner's wellbeing. Learning mentors maintain regular informal contact with families and share relevant observations through normal communication. Where a wellbeing concern is identified, families are informed promptly and sensitively.

Commissioning bodies receive wellbeing information as part of Alma's standard progress reporting. Where a significant concern arises between reports, the commissioning body is informed without waiting for the next reporting cycle.

Learners and families are made aware of the mental health support available through Alma, and are encouraged to seek and receive support elsewhere too, including from their GP, NHS services, CYPMHS, and voluntary organisations.

Where a learner's placement with Alma is coming to an end, Alma shares relevant information with the commissioning body and any new provider to enable a clear plan for the learner's continued wellbeing, including how this links to any EHC plan.

Information about a learner's mental health is handled with care, shared only with those who need it, and stored securely in line with the Data Protection and Privacy Policy.

16. Staff Wellbeing

Working with learners who have complex SEMH needs can be emotionally demanding. Alma supports learning mentors through:

- Regular supervision, providing space to reflect on challenging sessions, raise concerns and receive guidance.
- An open culture where learning mentors can raise concerns about their own wellbeing without fear of judgement.
- CPD on trauma-informed practice, neurodiversity and SEMH.
- Clear role boundaries: learning mentors are not asked to manage situations beyond their training or role.

Where a learner's need exceeds what a learning mentor can safely support, escalation and external referral are the right and expected response, not a sign of failure.

17. Administering Medication

The full arrangements in place to support learners with medical conditions requiring medication can be found in the Health and Safety Policy.

Where recommended by health professionals, medication is included in a learner's individual healthcare plan. Staff know what medication a learner is taking, and how it should be stored and administered during a session.

18. Behaviour and Placements

Where there are concerns over behaviour, Alma carries out an assessment to determine whether the behaviour is the result of underlying factors, such as undiagnosed learning difficulties, safeguarding concerns or mental health problems, in line with the Behaviour Policy.

Where underlying factors are likely to have contributed to a learner's behaviour, Alma considers whether action can be taken to address the underlying causes, working with the commissioning

body. Any decision that affects a learner's placement is made in partnership with the commissioning body, which retains responsibility for the learner throughout.

In all cases, Alma balances the needs of the individual learner against the wellbeing of the wider Alma community.

19. Safeguarding

If a staff member has an SEMH concern about a learner that is also a safeguarding concern, they take immediate action in line with the Child Protection and Safeguarding Policy and speak to the DSL without delay.

20. Monitoring and Review

This policy is reviewed annually by the Director of Education and the Advisory Board, or sooner if required by changes in legislation or statutory guidance. Any necessary amendments will be communicated to all staff. This policy was approved by Melanie Steel, Director of Education, in August 2026 and is due for review in August 2027.