**Secondary Checklist**

Social Emotional and Mental Health Checklist

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| **Year 7-11** | | Occasionally | Sometimes | Most of the time | What OAP strategies have been used? |
| The child/young person may: | Frequently display inappropriate behaviour as a coping strategy |  |  |  |  |
| Display inappropriate behaviour that is a result of learning, communication and interaction or sensory needs |  |  |  |  |
| Appear to significantly reject and/or be rejected by peers |  |  |  |  |
| Difficulty building relationships with adults |  |  |  |  |
| Difficulties making/sustaining friendships |  |  |  |  |
| Difficulties repairing breakdowns in communication |  |  |  |  |
| Have regression/lacks motivation with learning |  |  |  |  |
| Lacks confidence with learning tasks |  |  |  |  |
| Frequently displays immature emotional responses |  |  |  |  |
| Display behaviour that is dangerous or damaging to him/herself, to others and to property |  |  |  |  |
| The child may need support for the following: | Managing frequent inappropriate behaviours that occur in more than one setting |  |  |  |  |
| Managing particular behaviours that occur in only one setting |  |  |  |  |
| Managing frequent behaviours that impact on the learning of others |  |  |  |  |
| Listening to and following instructions |  |  |  |  |
| Settling and starting a task |  |  |  |  |
| Sustaining concentrations |  |  |  |  |
| Completing tasks successfully |  |  |  |  |
| To ‘join in’ in a paired/group activity |  |  |  |  |
| Controlling emotional and subsequent behavioural responses |  |  |  |  |
| Having the emotional resilience to find solutions |  |  |  |  |
| Regulating emotions during periods of change/transition |  |  |  |  |
| Expressing feelings/emotional states |  |  |  |  |
| To be able to recognise and understand his/her own feelings and behaviours |  |  |  |  |
| Managing unpredictable extremes of mood |  |  |  |  |
| Managing incongruent or disproportionate responses |  |  |  |  |
| Managing unpredictable responses to praise and/or criticism |  |  |  |  |
| School attendance record |  |  |  |  |
| Whether there are other agencies involved with the family |  |  |  |  |
| Whether there are things happening out of school with may impact on the young person’s social, emotional, and mental health e.g. bereavement |  |  |  |  |
| Indicators of school anxiety | Recent change of school, or any other transition |  |  |  |  |
| Engaging with school, school staff or peers |  |  |  |  |
| A pattern of late arrivals and absences for minor ailments |  |  |  |  |
| Frequent absences for minor illnesses |  |  |  |  |
| Possible avoidance patterns: visiting the medical room frequently, or leaving the class for the toilet frequently and for extended periods |  |  |  |  |
| Regularly attending but unable to attend lessons |  |  |  |  |
| A pattern of absence at the beginning and end of term and/or half term |  |  |  |  |
| Returning to school following a period of illness |  |  |  |  |
| Difficulties with attendance or returning to school following a traumatic event e.g. bereavement, divorce or parent/carer illness |  |  |  |  |
| Managing stresses and anxieties related to school-based assessments or examinations e.g. GCSE’s, mock exams |  |  |  |  |
| Has limited social links |  |  |  |  |
| Withdrawn or hard to get to know |  |  |  |  |
| Apparent unhappiness over the long term, for no identifiable reason |  |  |  |  |
| Frequent complains of stomach aches/headaches |  |  |  |  |