



# ROWHILL SCHOOL

## Mental Health Policy

# Mental Health Policy

### Responsibilities

Status	Non-statutory
Review cycle	Annually
Key school staff member & role	Helen Thomas – Therapeutic Lead and Sarah Griffey – Mental Health Lead
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1.0	April 2024	Rebranded and updated
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### 1. Mission Statement

That all students should aspire to be:

- successful learners
- confident individuals
- responsible citizens
- and effective contributors

### 2. Vision Statement

As a specialist school that supports pupils with a range of complex special educational needs (SEN), we endeavour to employ a highly-skilled, flexible workforce who will provide support which intends to meet the aspirations of our mission statement, working closely with a range of stakeholders and partners to enhance student outcomes.

### 3. Ethos and Values

The school aims to be positive, innovative and demanding with high expectations while balanced with high levels of support for each pupil's well-being. The values we believe are needed to attain this ethos include:

- teamwork, partnership and support to ensure the best possible learning environment is created
- personal responsibility and leadership to ensure everyone understands their roles within the school and feels a sense of belonging and achievement
- innovation, creativity and change to ensure that the school remains at the cutting edge of teaching and learning and behavioural development
- resilient, optimistic and positive to ensure all pupils learn to cope with success and failure, to develop self-esteem
- challenge, opportunity and recognition to ensure all possible avenues for development are investigated and achievement rewarded
- honesty, trust and compassion to ensure we become an emotionally intelligent community capable of understanding the feelings of others



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### 4. Policy Statement

The purpose of this policy is for Rowhill School to establish, promote and maintain the mental health and wellbeing of all students and staff through school-based practices, and to encourage staff to take responsibility for their own mental health and wellbeing.

At Rowhill we recognise that the mental health and wellbeing of our pupils and staff is key to our school's success. We recognise that everyone brings their own lived experience of various life challenges and that anyone may need additional emotional support from time to time. We promote a culture that is supportive, caring, and respectful, and we encourage students and staff to access available platforms that ensure their voices are heard.

We believe that positive mental health is everybody's responsibility, we all have a role to play.

### 5. Policy Scope

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. This policy also applies to contractors and agency staff. The policy outlines our approach to promoting student and staff mental health and wellbeing, and it should be read and understood in conjunction with other relevant school policies.

### 6. Policy Aims

Rowhill is committed to developing a Trauma and Mental Health Informed Approach which will protect our school community members – staff, children and families – alike. There is a growing body of research on the impact childhood adversity has on long-term mental and physical health. To ensure every child develops positive mental health and resilience, our aim is to:

- build and maintain an environment and culture that supports mental health and wellbeing and prevents discrimination (including bullying and harassment)
- support children to understand their emotions and experiences
- ensure our students feel comfortable sharing their concerns and worries
- build a school network of strong, positive, supportive relationships
- encourage children to be confident and help to promote their self-esteem
- ensure children maintain the capacity to learn, despite difficult events that may occur.



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We will always promote a healthy environment by:

- promoting positive mental health and emotional well-being in all students and staff
- celebrating both academic and non-academic achievements
- promoting our school values and encouraging a sense of belonging and community
- providing opportunities to develop a sense of self-worth and for reflection
- promoting our students' voices and giving them the opportunity to participate in decision-making
- celebrating each student for who they are and making every student feel valued and respected
- adopting a whole school approach to promoting positive mental health, and providing support to any student that needs it
- raising awareness amongst staff and students about mental health difficulties, and their signs and symptoms
- enabling staff to respond to early warning signs of mental ill-health in students, including information regarding signposting to internal and external agencies for further support
- supporting staff who are struggling with their mental health
- reduce stigma around depression and anxiety in the workplace

### 7. Key Staff Members

All staff have a responsibility to promote the mental health of our students, themselves, and each other. At Rowhill School there are, however, staff members with a specific role in the process.

Mr Geoff Bartrum	Headteacher and Designated Safeguarding Lead
Ms Cathy Webb	Designated Safeguarding Lead
Mrs Sarah Griffey	Mental Health Lead
Miss Helen Thomas	Therapeutic Lead

If a member of staff is concerned about the mental health and wellbeing of a student, then in the first instance they should speak to a member of the Senior Leadership Team who will support the staff member to escalate concerns via the tiered model of support described below. If a child presents with a medical emergency, then relevant procedures will be followed including involving the emergency services. If a member of staff is concerned about their own mental health or that of a colleague, then in the first instance they should speak to Mr Geoff Bartrum or Mrs Sarah Griffey.



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### 8. Responsibilities

All staff are encouraged to:

- understand this policy and seek clarification from the senior leadership team (SLT) where required
- support fellow staff in their awareness of this policy
- support and contribute to Rowhill's aim of providing a mentally healthy and supportive environment for all staff and pupils

All staff have a responsibility to:

- take reasonable care of their own mental health and wellbeing, including physical health
- take reasonable care that their actions do not affect the health and safety of other staff at Rowhill school

Senior Leadership Team have a responsibility to:

- ensure all staff are made aware of this policy
- actively support and contribute to the implementation of this policy, including its goals
- manage the implementation and review of this policy

### 9. Staff Wellbeing and Mental Health

Staff well-being and mental health are at the forefront of the school's thinking. An annual survey of staff wellbeing is undertaken with the support of our Mental Health Support Team (MHST) in school, known locally as NELFT's Emotional Wellbeing Team (EWT), with results informing onward decisions and practice.

Rowhill School dedicates whole days to the promotion of staff emotional wellbeing, with activities that have included yoga and mindfulness, and other relaxation and therapeutically informed approaches. Staff who request additional support are offered individual or group reflective practice with a representative from the Emotional Wellbeing Team. Staff may also be signposted to the Employee Assist Programme for individual support sessions.

Termly staff awards have been introduced to encourage staff to recognise the efforts of their colleagues publicly. Reducing staff workload is also a priority for senior leaders within Rowhill School.



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### **10. Teaching About Mental Health**

#### **10.1 For Students**

Our PHSE curriculum is developed to give students the skills, knowledge, and understanding they need to keep themselves mentally healthy. This includes resilience techniques and training. We will regularly review our PHSE curriculum and lesson content to ensure that they are meeting the aims outlined in this policy.

Our Emotional Wellbeing Team are available to provide interactive workshops for pupils and their families, around emotional wellbeing and mental health awareness, drawing from the evidence-base and existing literature. Raising awareness of, and teaching about mental health is also included within the curriculum during key annual dates and events, including (but not limited to) World Mental Health Day, Children's Mental Health Week, and Black History Month.

#### **10.2 For Staff**

Key staff at Rowhill School have been identified and have completed an online Mental Health Designated Lead course. Additional training has been provided around mental health through Encompass Mental Health Training course, Mental Health First Aider and Twilight staff courses. The skills and knowledge developed through the completion of these courses enable key staff to promote whole-school approaches to emotional health and wellbeing. All staff will receive regular training in child mental health so that they can recognise and respond to mental health issues. This will form part of their regular safeguarding training and is a requirement to keep children safe. Training records will be held in staff files. All relevant and additional information is available on our school website.

We are committed to staff development, and consideration will be given to staff who are keen to pursue additional training opportunities as part of their continuing professional development (CPD) and where it becomes appropriate due to developing situations with pupils. Rowhill School has a Mental Health Working Party with staff representation across all areas of the school and is supported by our lead mental health governor. The party meets regularly to ensure good mental health practices remain firmly on our agenda, with gaps in provision and areas for development routinely discussed.

Through these sessions, Rowhill completed the Kent Resilience and Emotional Wellbeing toolkit and has achieved the Kent Resilience and Emotional Wellbeing Award.



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Rowhill School has its own embedded therapeutic team, with a systemic and mental health practitioner as its lead. Staff training is a key responsibility of our therapeutic team/lead, with training responsive to the ongoing and emerging needs across the school.

### **11. Identifying needs and warning signs**

Our staff will be trained in how to recognise warning signs of common mental health problems. This means that they will be able to offer help and support to students who need it when they need it.

These warning signs will always be taken seriously and staff who notice any of these signs will communicate their concerns to the Designated Safeguarding Officer.

Staff will be able to identify a range of behaviour and physical changes, including:

- physical signs of harm
- changes in eating and sleeping habits
- increased isolation from friends and family and becoming socially withdrawn that is not understood in the context of a neuro-developmental diagnosis (e.g., Autism/ADHD)
- changes in mood
- talking and/or joking about self-harm and/or suicide
- drug and alcohol abuse
- feelings of failure, uselessness, and loss of hope
- secretive behaviour
- clothing unsuitable for the time of year, e.g., a large winter coat in summer, that is a new problem and not understood in the context of a developmental diagnosis (e.g., autism)
- negative behaviour patterns, e.g. disruption.

Staff will also be able to identify a range of issues, including:

- Attendance and absenteeism
- Punctuality and lateness
- Changes in educational attainment and attitude towards education
- Family and relationship problems
- EBSA

Finally, staff will be well placed to identify any additional needs arising from difficulties that may impact a child's mental health and emotional well-being, such as bereavement and health difficulties.



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### 12. EBSA

Emotionally Based School Avoidance (EBSA) occurs when a child or young person finds it difficult to attend school due to overwhelming emotional distress, such as intense anxiety or fear. It differs from truancy or deliberate defiance. Children with EBSA are not choosing to misbehave or be difficult. Although some children appear quiet and withdrawn, others may show outward signs of distress like meltdowns, shutdowns, or challenging behaviour at home (for example, refusing to get dressed, shouting, or becoming oppositional). These behaviours are a way of coping with anxiety, not intentional disruption.

EBSA can present in many ways:

- High anxiety and distress before or during school
- Partial or irregular attendance
- Emotional or physical complaints with no clear medical cause
- Avoidant or disruptive behaviour linked to fear or overwhelm

EBSA is driven by emotional barriers, not a lack of motivation or care about learning. Rowhill School follows guidance and recommendations from KCC in relation to EBSA.

The School has begun developing an EBSA Pathway of Support.

### 13. Support at school

Rowhill School recognises that a whole-school, trauma-informed approach to meeting the needs of our pupils is crucial to creating an environment in which they can thrive and learn. We do not operate a 'zero tolerance' or 'one size fits all' approach to distressed behaviour. We have high expectations of behaviour for all, however rigorous support is offered to those having difficulty meeting those expectations.

### 14. Rowhill's Model of Support – A four-tiered approach

At Rowhill we have developed a model of support for all students, with tiers representing the level of intervention, with the recognition that some pupils will require targeted, specialist, and individualised packages of support. Each tier does not represent students, and this language should never be used to describe a student, e.g. 'a tier 2 pupil'.



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### 14.1 Tier 1: Whole-School Prevention

'Universal' interventions are at the whole-school level and are provided to all students across academic, emotional and behavioural dimensions of learning. The focus of Tier 1 intervention is on all students and staff across all settings; whole-school, classroom and non-classroom. Examples of Tier 1 supports include:

- classroom environment that is sensitive and responsive to the needs of the pupils, including class and personalised visual timetables, access to sensory toys and equipment
- clear boundaries and structure, and effective instruction
- PHSE curriculum and Zones of Regulation
- trauma-informed workforce

Referral process:

Tier 1 interventions underpin our ethos and values as a school, and are a fundamental expectation of the care and support we provide to all our pupils. Advice, training and consultation are available via the therapy team regarding universal interventions and no referral form is required.

### 14.2 Tier 2: Whole-School Early Intervention

Tier 2 or 'focussed' interventions support pupils who are not responding to Tier 1 interventions and who have ongoing behaviours of concern. Support is provided through additional Tier 2 or 'focussed' classroom-level interventions. The focus of Tier 2 is to reduce the number of pupils requiring targeted support. Examples of Tier 2 supports include:

- therapeutically informed classroom-based interventions (i.e., draw and talk, Lego-based therapy, therapeutic story writing)
- mentoring support
- nurture group

Referral process:

- EHCP and other documentation and reports will be referred to when considering appropriate classroom-based interventions for each child as part of their provision plan
- school staff to liaise with Hub leaders regarding therapeutic curriculum
- class tutor can seek additional consultation with a member of the therapeutic team to inform decisions around class-based interventions, including recommendations for Lego-based therapy, and individualised visual and sensory tools.

### 14.3 Tier 3: Targeted Support

Tier 3 or 'targeted' interventions support pupils with mild to moderate mental health presentations, that would benefit from a low-intensity intervention. The focus of Tier 3 is targeted, early intervention in the prevention of more serious difficulties and further deterioration in a pupil's emotional well-being.

Tier 3 interventions and support involves:

- referral to Rowhill's NHS Emotional Wellbeing Team
- case consultation and formulation; pupil's tutor/key school staff to meet with members of the therapy team to discuss and make sense of the presentation from a psychological perspective.

Referral process:

school staff can request case consultation with a member of the therapeutic team, who have protected time each week to discuss children of concern  
EWT referral form (to be completed by staff member who knows pupil well) after consultation with the therapy team; consent must be obtained from child's parent or carer for referral to be made.

### 14.4 Tier 4: Intensive and Specialist Support

Tier 4 or 'specialist' interventions support approximately 10% of pupils whose needs cannot be met through Tier 1, 2 and 3 interventions. Students may require Tier 4 levels of support involving highly individualised interventions. The focus of Tier 4 is to reduce the intensity and complexity of existing individual difficulties.

Tier 4 interventions and support involves:

- a process of assessment, such as Functional Behaviour Assessment (FBA)
- individual support planning and specialist intervention
- ongoing monitoring and review

Relating to the referral process:

- consent must be obtained from child's parent or carer for referral to be made
- the therapy team referral form must be completed for all children where specialist assessment and intervention are being sought
- case consultation with therapeutic lead for all pupils and families who staff would like to be considered for family therapy and talking therapy



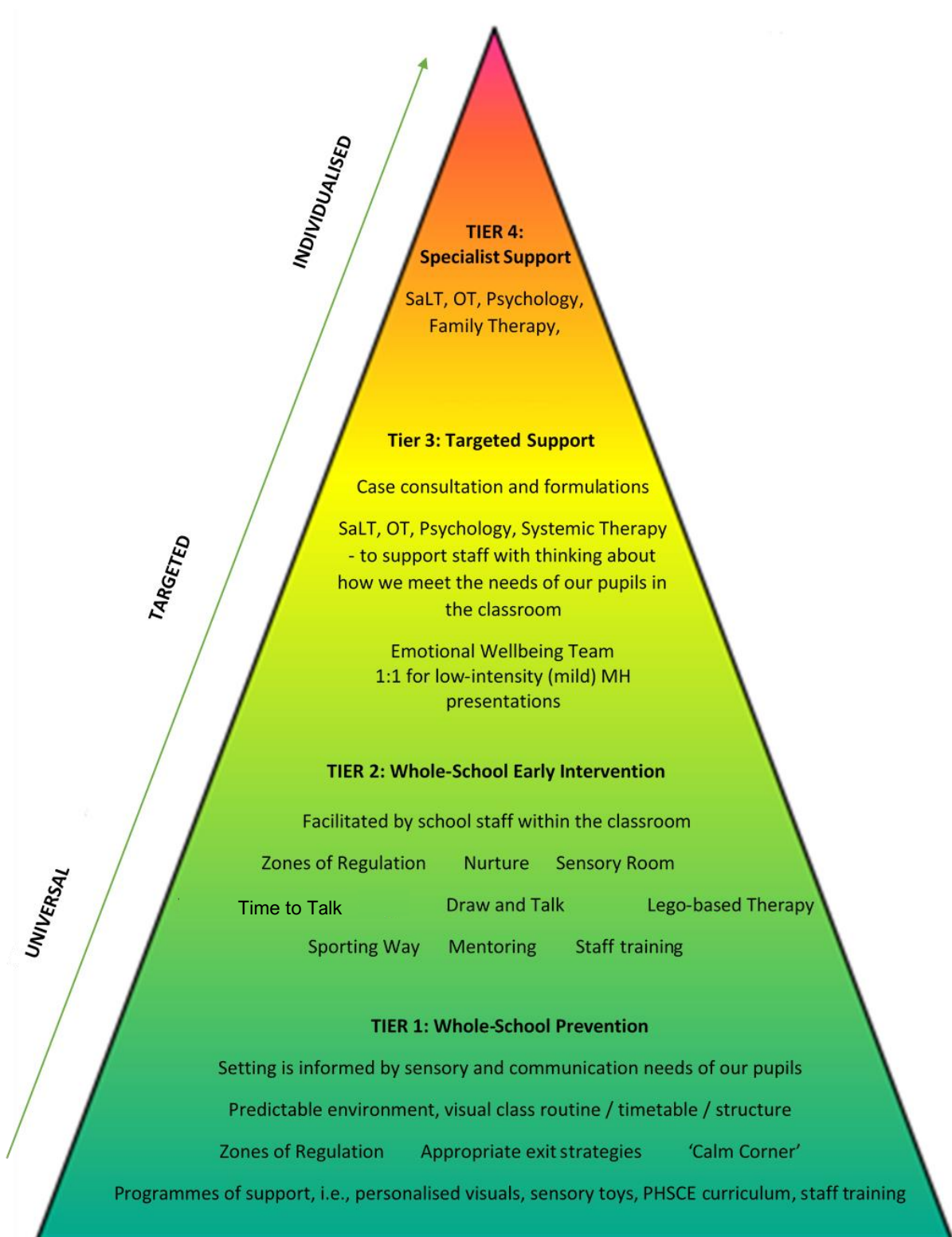
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While some pupils may require Tier 3 and Tier 4 interventions, it is important that they continue to receive the same level of Tier 1 and Tier 2 support as other students. Tier 3 and Tier 4 interventions are only effective when Tier 1 and 2 foundations are strong.

See Figure 1 for an overview of the four-tiered model. See Appendix 1 for a full list of the interventions facilitated by staff at Rowhill School, across all levels of the four-tiered model.

**Figure 1** – Rowhill School’s four-tiered model of mental health and emotional wellbeing support





### **15. Referral Process**

If a member of staff is concerned about the emotional health and well-being of a pupil, they are encouraged to be in touch with the therapeutic lead for advice and guidance.

Staff should also refer to the pupil's Education, Health and Care Plan (EHCP), Rowhill Admissions Form, and other relevant documentation in the pupil's file when considering avenues of support.

The Strengths and Difficulties Questionnaire (SDQ) is also completed for all pupils at two time points across the year, and the results, together with the Boxall profile can be useful tools for assessing need.

After a request for support is made, a case discussion will be facilitated by a member of the therapies team. This will include the voices of staff who have concerns, together with the pupil and their family. The aim of the case discussion is to try to understand what might be going on for the pupil and to identify helpful ways of moving forward. Attention will be paid to all aspects of concern and what has been tried before, to ensure that the pupils' needs are escalated appropriately through the tiered model of practice.

If an internal referral for targeted or individual support is not appropriate, clear recommendations will be made by the internal therapies team regarding onward signposting.

### **16. Onward Referrals**

Rowhill School recognises that the emotional wellbeing and mental health needs of some pupils would be best met by an external agency whose expertise is in providing specialist targeted support that cannot be provided by in-school services. This includes specialist assessment and intervention for complex and high-risk mental health presentations, i.e., community CAMHS.

When it has been identified that the needs of a pupil cannot be met via the four-tiered model in school, an onward referral will be made by a member of the therapeutic team or children and family's team, and/or signposting information will be provided to the pupil, their family, and any other agencies involved.



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### **17. Managing Disclosures and Confidentiality**

If a student discloses concerns about themselves or a friend, to any member of staff, then all staff will respond in a calm, supportive, and non-judgemental manner.

All disclosures will be recorded confidentially via 'My Concern,' the School's safeguarding recording process. The disclosure record will contain:

- the date of the disclosure
- the name of the staff member to whom the disclosure was made
- the nature of the disclosure and the main facts from the conversation
- agreed next steps

Details regarding a disclosure may need to be shared with staff internally, and with appropriate external authorities if it is necessary to keep the child safe, as outlined in our Child Protection Policy.

If it is necessary to pass on concerns about a student, either to internal or external professionals, then this will first be discussed with the student. They will be told:

- who the staff member is going to tell
- what the staff member is going to disclose
- why it's necessary for somebody else to be told
- when the contact will be.

It may not always be possible to gain the student's consent before information is shared, i.e. if a student is considered at immediate risk.

Protecting a student's safety is our main priority so we would share disclosures if we judged a child to be at risk.

### **18. Whole School Approach**

We take a whole school approach towards the mental health of our students. This means working with our whole-school community, including parents and carers, and with other agencies and partners.

### **19. Working With Parents and Carers**

We aim to support parents as much as possible. This means keeping them informed about their child's wellbeing and progress, and offering our support at all times.



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To support parents, we will:

- highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- signpost parents to further support that is available
- ensure that parents are aware of who to talk to in school if they have any concerns about their child
- give parents guidance about how they can support their child's/children's positive mental health
- ensure this policy is easily accessible to parents
- keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

### **20. Supporting Peers**

We understand that when a student is suffering from a mental health difficulty, it can also be a difficult time for their peers. In response to this, we will consider on a case-by-case basis, any peers that may need additional support.

We can provide support in a one-to-one or group setting. These sessions will be guided by the student, but they will discuss how their peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

### **21. Working With Other Agencies and Partners**

As part of our whole school approach, we will also work with other agencies to support our students' emotional health and wellbeing. This can include liaising with:

- The School Nurse
- Paediatricians
- CYPMHS
- Youth Offending Teams and Forensic CAMHS services
- Community counselling services
- Community Therapists
- Family support workers
- Behavioural support workers
- Youth Mentoring Teams



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### **22. Support in the Local Community**

Rowhill school recognises that the emotional wellbeing and mental health needs of some pupils would be best met by an external agency whose expertise is in providing specialist targeted support that cannot be provided by in-school services. This includes specialist assessment and intervention for complex and high-risk mental health presentations. When it has been identified that the needs of a pupil cannot be met via the four-tiered model in school, an onward referral will be made by the school, or signposting information will be provided to the pupil, their family, and any other agencies involved.

See Appendix 2 for a list of external services that can provide additional support. See Appendix 3 for a list of NHS recommended services, websites, and apps that can staff can signpost and support pupils to access (as appropriate).

### Appendix 1 Support and interventions available in Rowhill school

#### TIER 1: Whole-school Prevention

Intervention type	What it is	How it can be accessed	Its aims and purpose
<b>Environmental Audit</b>	Senior leaders will support staff to regularly audit the school environment (classrooms, corridors, communal spaces).	Learning walks will be undertaken by senior leaders and the therapies team, with learning outcomes shared across the school.	To ensure that the environment is responsive to the sensory, social communication, and emotional needs of our pupils. All staff have a responsibility to maintain a learning environment that is conducive to the needs of our pupils.
<b>Universal programmes of support</b>	Predictable environment with the use of visual class timetables, promotion of individual strategies (now/next boards; fidget toys), PHSCE curriculum, and appropriate exit strategies (i.e., calm corner, quiet time).	Therapy team can support with staff understanding and use of personalised visuals.  Staff training.	The environment and the curriculum at Rowhill school have been developed and are responsive to the needs of our pupils (SEMH)
<b>Boxall profiles</b>	The Boxall Profile is a two-part assessment tool of a pupils social, emotional and behavioural development	Completed by form tutors in line with provision plans.	Aim is to track the progress of cognitive development and behavioural traits of children.

<p><b>Class charts</b></p> <p><b>Assessing and monitoring progress</b></p>	<p>Class Charts are a behaviour management tool which are used collaboratively with colleagues across the school to monitor and evaluate a student's behaviour over time.</p>	<p>Class charts are completed daily within all lesson's that a pupil attend.</p>	<p>To support a pupil to improve their behaviour and attendance, teaching and learning, and to ensure a consistent approach is adopted across the school.</p>
<p><b>Zones of regulation</b></p>	<p>The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all.</p>	<p>Where appropriate, the zones should be displayed in the classroom.</p> <p>Resources are centrally located for all staff to access. Where they are not visually displayed, the zones must be made available to pupils, and referred to by staff during appropriate learning tasks.</p>	<p>The Zones of Regulation supports students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilise a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.</p>
<p><b>Sensory circuits</b></p>	<p>An active, physical, and fun activity that children enjoy doing.</p>	<p>Takes place predominantly in primary department however recognised to be effective within nurture groups and across the wider school.</p>	<p>Sensory Circuits is a sensory motor skills programme that helps children and young people become more organised and achieve the 'just right' level of alertness they need to help them prepare for the day's learning.</p>



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<b>Fitness class in the mornings</b>	Physical activity.	Takes place in Primary.	Exercise boosts a child's mood, increases blood flow to the brain, and improves focus. When done in the morning, you're setting them up for a full day of success.
<b>School council</b>	A school council is a formal group of pupils within the school who have been elected by their peers to represent them and their views.	Pupils are elected within each form group.  School council meetings arranged within school in accordance with school timetable.	A school council can provide a meaningful way in which pupils can voice their opinions and have their views considered in decisions which impact upon them. It is an important and useful way for schools to provide leadership and development opportunities for their pupils.
<b>Kent Youth County Council (KYCC)</b>	Kent Youth County Council helps voice the opinions of young people in Kent. Rowhill falls under the Dartford district.	Through PSHCE lessons pupils are provided with the information and knowledge, and are then given the opportunity to vote.	To be a part of the decision-making process. Voting is a part of developing independence.
<b>Mile run</b>	Initiative to incorporate physical activity into the school day.	Start of the school day before registration; led by a member of school staff.	The mile run encourages children to run or jog, for 15 minutes, at their own pace, every day.
<b>Friday afternoon enrichment activities</b>	Enrichment activities enable pupils to realise their potential in a variety of settings beyond the classroom.	Weekly, on a Friday afternoon for the whole school.	Enrichment promotes learner's ability to concentrate, and make learning more meaningful, valuable, and rewarding.

<b>Performing Arts</b>	Performances within school that pupils organise and take part in.	Termly activities organised by the Performing Arts department.	Develop the interrelated skills of performing, composing and appreciating music. Acquire audience skills such as listening and viewing responsibly. Interpret and present their own or others' work to a range of audiences. Express feelings, ideas, experiences and beliefs in a variety of ways.
<b>Kent Fire Brigade</b>	fire safety/ lighting fires/ playing with fires.	Topic covered within PSHCE lessons.	To support learners in making the right choices and keeping themselves and others safe.
<b>Makaton</b>	Supportive sign language for pupils with speech, language, and communication difficulties.	Predominantly utilised in Primary department however should transition across to wider school for pupils who benefit from its implementation.	The aim of Makaton is to help pupils communicate through speech. When a pupil is able to say the correct words, they are encouraged to speak rather than sign.
<b>Mindfulness programme</b>	Activities to support managing behaviour that involve arts & crafts, and other calming techniques	Transitional Hub – delivered weekly x1 45min session.	To help calm and support learners with development.
<b>Secondary – Intervention (English/ Maths)</b>	To target English and Maths	Vocational Hub - Timetabled activity provided in school to all pupils.	To improve self-confidence and monitored through data/ progress.

<p><b>Duke of Edinburgh</b></p>	<p>The Duke of Edinburgh's Award is a youth awards programme</p>	<p>Vocational Hub - Timetabled activity provided in school to pupils who are appropriate and want to attend.</p>	<p>Through a DofE programme young people have fun, make friends, improve their self-esteem and build confidence. They gain essential skills and attributes for work and life such as resilience, problem-solving, team-working, communication and drive, enhancing CVs and Uni and job applications.</p>
<p><b>Supervision for staff</b></p>	<p>Provides a safe and confidential space for staff to talk to a trained professional about the demands of their work, personal difficulties and concerns.</p>	<p>Staff to seek support through contacting EWT directly, or requesting via Head Teacher or Mental Health Lead.</p>	<p>Supporting staff with their emotional wellbeing and ability to cope. Supporting staff with knowledge and skill to effectively undertake their role.</p>
<p><b>Training for Staff</b></p>	<p>Bespoke training that is developed and implemented based on need.</p>	<p>Staff are encouraged to speak to hub leaders / senior leadership team regarding training need. Annual staff survey also invites feedback.</p>	<p>To ensure workforce has the knowledge and skills to respond to the ongoing and emerging mental health needs of pupils.</p>

### TIER 2: Whole-school Early Intervention

Intervention type	What it is	How it can be accessed	Its aims and purpose
<b>Time to Talk</b>	A new programme where pupils can explore and share their thoughts and feelings.	Delivered in 1:1 and groups, by education staff that have accessed further training / are supervised by the therapy team.	To support pupils with behavioural, emotional and social difficulties, and to enable onward signposting for more targeted support if appropriate / need emerges.
<b>Draw and Talk</b>	A programme which supports pupils to discover and communicate their emotions through a non-directed technique.		
<b>Lego-based therapy group</b>	Social skills, group-based intervention in the classroom.	Following training with the school's Speech and Language Therapist, education staff can deliver this group intervention within their classroom.	To develop social communication skills such as sharing, turn taking, following rules, using names, and problem solving.
<b>Dog Mentoring Programme</b>	Individual and classroom-based support, with a trained 'Dog Mentor'.	Requests for support can be made to the dog handlers in school, or via the therapy team.	Providing pupils with a positive experience with a dog, that can help them educationally, developmentally, emotionally and socially.
<b>Sporting Way</b>	Football approach to engagement, team building and communication.	Vocational Hub - Timetabled activity provided in school to pupils who are appropriate and want to attend.	For confidence building, SEMH support to schools.

<p><b>Horse therapy and Animal therapy programme</b></p>	<p>White Rocks and Horse-riding school</p>	<p>Timetabled activity provided in school to pupils who are appropriate and want to attend. Referrals made to Hub leaders for pupils to be allocated to attend sessions.</p>	<p>Activities with horses and other animals to promote human physical and mental health.</p>
<p><b>Nurture groups</b></p>	<p>A focussed intervention for pupils with social, emotional, and behavioural difficulties which make it hard for them to learn in a mainstream class.</p>	<p>Identified during enrolment to school via admissions form, EHCP and relevant documentation from community agencies.</p>	<p>Informed by Attachment Theory; the class will promote a safe base for pupils to be able to develop the skills and confidence to form and maintain positive attachments.</p>
<p><b>FRIENDS programme</b></p>	<p>FRIENDS is a resilience intervention proven to reduce anxiety and depression and promote positive mental health for children and young people.</p>	<p>Each child has an attractive workbook that they complete throughout the 10-session programme.</p>	<p>FRIENDS is a universal 10 session cognitive behaviour therapy programme designed to promote children's emotional resilience. Teaching pupils' practical skills to identify their anxious feelings; to learn to relax; to identify unhelpful anxiety increasing thoughts and to replace these with more helpful thoughts; and how to face and overcome their problems and challenges.</p>

<b>Music Interventions</b>	Music interventions that consist of structured musical instruction and activities, i.e., use of instruments, singing, moving, listening, performing.	Timetabled activity provided in school for pupils who are appropriate and want to attend.	Increasing the pupil's general wellbeing. In particular, the objective is to improve the pupil's mood and motivation, promote socialization and stimulate sensory, motor and cognitive aspects in general.
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### TIER 3: Targeted support

<b>Intervention type</b>	<b>What it is</b>	<b>How it can be accessed</b>	<b>Its aims and purpose</b>
<b>Staff Training</b>  <b>Speech and language therapy</b>  <b>Occupational therapy</b>  <b>Psychology and Family and Systemic Psychotherapy</b>  <b>Play Therapy</b>	Specialist training provided by the embedded therapy team, to upskill the wider staff team in the delivery of targeted interventions, including Lego-based therapy.	Requests to be made directly to the therapies team	To support school staff in their knowledge and understanding regarding the evidence base of classroom-led activities, such as Lego-based therapy, and to support the development of skills and expertise with implementing these interventions.
<b>Therapies Team</b>  <b>Case Consultation and Formulation</b>	A space for members of staff to meet individually, or as part of a team, to discuss pupils of concern with the therapy team.	Requests can be made directly to the therapies team.  A regular space is protected for this work.	To support staff with thinking about how we meet the needs of our pupils in the classroom from a psychological and systemic perspective.



# ROWHILL SCHOOL

## Mental Health Policy

<p><b>NHS Emotional Wellbeing Team (EWT)</b></p> <p><b>Pupil Support</b> <b>Family Support</b> <b>Staff Support</b></p>	<p>Rowhill has access to an NHS funded service that provides low-intensity CBT interventions for pupils with mild to moderate mental health presentations including low mood and anxiety.</p> <p>Interventions can be offered to individuals, groups, whole-classes, and the whole-school (e.g., assembly) around common mental health difficulties.</p> <p>The EWT also facilitate online parent workshops.</p> <p>The EWT also provide reflective practice space for staff who would like space to reflect on the demands of their work.</p>	<p>Referrals are made following case consultation with therapy team.</p> <p>Children and Families team, and therapies team, can support with signposting parents to workshops.</p> <p>Staff who wish to speak to a member of the team can contact them directly, or request an appointment by the school Mental Health Lead (Mrs Griffey).</p>	<p>To provide additional support to meet the emotional wellbeing and mental health needs of pupils, their families, and staff.</p> <p>Online parent workshops for a variety of presenting difficulties, including understanding my child's ASD, ADHD, and challenging behaviour.</p>
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### TIER 4: Specialist Support

Intervention type	What it is	How it can be accessed	Its aims and purpose
<b>Speech and Language Therapy</b>	Provides treatment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing.	Referrals can be made via case consultation process or by form tutor via referral form following discussion with other staff, family, professionals or pupil.	To better understand communication problems, introduce strategies of support, and reduce impact of difficulties on the pupil's wellbeing and access to learning.
<b>Family Therapy (also known as systemic psychotherapy)</b>	A therapist works with families and those in close relationships who experience problems.	Referrals are identified following a Tier 3 case consultation.	Focusses on both school and family in order to help pupils overcome personal problems and succeed at school.
<b>Individual Play Therapy</b>	A therapist works with an individual with a specific problem that they would like support with (e.g., anxiety, depression).	Referrals are identified following a Tier 3 case consultation, and when need cannot be met by EWT.	Intervention to understand and develop strategies for coping, reduce impact of difficulties on the pupil's wellbeing and access to learning.
<b>Functional Behaviour Assessment</b>	A therapist works to complete an assessment to help determine why problem behaviours occur as a basis to develop an individual behaviour support plan.	Referrals are identified following a Tier 3 case consultation.	To define the behaviour in specific, observable and measurable terms, determine what aspects of the environment/situation contribute towards the behaviour, and identify the consequences which maintain the behaviour.



# ROWHILL SCHOOL

## Mental Health Policy

<b>Occupational Therapy</b>	Provides understanding of the whole person, including physical, mental health, emotional and behavioural needs and their impact on school life.	Referrals made via case consultation or by form tutor via referral form through discussion with other staff/ family/ professionals or learner.	Through assessment to better understand barriers to independence, introduce strategies and practical life skills to enable full potential of participation in classroom environment.
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### Appendix 2 Support and interventions available via external agencies

Support Service	What it is	How it can be accessed	Its aims and purpose
<b>Early Help</b>	Also known as early intervention, is support given to a family when a problem first emerges.	Referrals made by form tutor through discussion with other staff/ family/ professionals or learner.	Early intervention works to reduce the risk factors and increase the protective factors in a child's life
<b>Child and Young People's Mental Health Services (CYPMHS).</b>	CYPMHS is the name for the NHS services that assess and treat young people with emotional, behavioural or mental health difficulties.	Referrals made by form tutor through discussion with other staff/ family/ professionals or learner.	To promote the positive integration of a child's emotional, social, intellectual and spiritual development.
<b>Autism Apprentice</b>	Government funded support for families caring for an Autistic person (with or without a diagnosis).		Offer support with (but not limited to) behaviour; anxiety; sleep difficulties; emotional support; isolation; communication; and diagnosis process.
<b>Kent Fire Brigade</b>	Provide individualised interventions around fire safety, lighting fires, and playing with fire.	Referrals made for individual learners directly to Kent fire brigade educational support department.	To support learners in making the right choices and keeping themselves and others safe.
<b>The Education People</b>	Careers programme.	Timetabled activity provided in school to pupils who are appropriate and want to attend.	To promote team building. Develop knowledge of careers and employability skills.

<b>Project Salus and Refocus Project</b>	Organisations that support children and young people most at risk, and protect them from being exploited or involved in bullying, knife crime, peer pressure, county lines crime, grooming and gangs.	Referrals made online by form tutor through discussion with other staff, family, professionals or pupil.	To provide early intervention and prevention to support those most at risk.
<b>Metro</b>	A charity to support young people with regards to sexual health.	Vocational Hub - Timetabled activity provided in school to pupils who are appropriate and want to attend.	Organisation to support sexual health, promote respect and build healthy relationships. Part of the Get It programme.
<b>Get It card</b>	To provide 14+ with free condoms.	Learners are informed of registered members of staff. Lessons on relationships and sexual health takes place within PSHCE.	To provide support around sexual health and safety.
<b>Choices – Salus</b>	Respect and healthy relationships.	Referrals made by form tutor through discussion with other staff/ family/ professionals or learner.	To promote and build healthy relationships.

### Appendix 3 – Other support available

#### Online counselling & support

	<p><b>MindFresh</b> is an App and a website designed to meet the growing need for better communication and support in children and young mental and emotional healthcare. <a href="https://Mindfresh.nelft.nhs.uk">https://Mindfresh.nelft.nhs.uk</a></p>
	<p><b>www.BigWhiteWall.com</b> - The heart of Big White Wall is its community of members, who support, help each other and share what's troubling them in a safe and anonymous environment. The site is available 24 hours a day, 7 days a week, 365 days a year. You can find support simply by logging on.</p>
	<p><b>Elefriends</b> is a mental health social network, managed by mind. It aims to provide a supportive online community for people aged 18 and over to chat about their lives, including any mental health problems, and just to be themselves <a href="https://www.elefriends.org.uk">https://www.elefriends.org.uk</a></p>
	<p><b>Kooth</b> offers emotional and mental health support to 11-19 year olds (or 25 with SEND). Young people choose an avatar and can have 'drop in' chats with a counsellor or therapist, book a 1:1 session, or talk to other young people anonymously <a href="https://kooth.com/">https://kooth.com/</a></p>
	<p><b>Mind</b> provides advice, support and information on an extensive set of topics from sleep problems to suicidal thoughts. <a href="http://www.mind.org.uk">www.mind.org.uk</a></p>
	<p><b>The Mix</b> provides support and information for the under 25's on a range of topics including, mental health, substances, your body, relationships and others. Also has a free phone number: 0808 808 4994; and a Crisis Messenger service. <a href="https://themix.org.uk">https://themix.org.uk</a></p>
	<p><b>Samaritans</b> is a charity dedicated to reducing feelings of isolation and disconnection that can lead to suicide. You can call Samaritans free on 116 123 from any phone, 24hrs a day, 365days a year. You can also email <a href="mailto:jo@samaritans.org">jo@samaritans.org</a> - someone will reply within 24hrs.</p>
	<p><b>Live Well</b> offers advice for improving mental and physical wellbeing for those aged 17+. Provides useful contact numbers if you are in emotional distress and require urgent support. <a href="https://livewellkent.org.uk">https://livewellkent.org.uk</a></p>
	<p><b>Childline</b> is a counselling service for children and young people up to their 19<sup>th</sup> birthday in the United Kingdom provided by the NSPCC. Get help and advice about a wide range of issues, talk to a counsellor online, call us on 0800 1111, send Childline an email, or post on the message boards <a href="http://www.childline.org.uk">www.childline.org.uk</a></p>

### Apps and websites for wellbeing skills and support



**WYSA** (Google Play/Apple store) – an ‘emotionally intelligent’ penguin that learns to react to the emotions you express. Over time it gets to know you better and proactively reaches out to help you. It uses evidence-based CBT techniques to help you feel better. You can chat with WYSA using text and photo responses.



**Headspace** is a site which uses meditation and mindfulness techniques to reduce stress and help relieve anxiety:

<https://www.headspace.com/mindfulness>



**Calm Harm** provides tasks that help you resist or manage the urge to self-harm. It's completely private and password protected. It uses ideas from an evidence-based therapy called DBT. The focus is to help learn to identify and manage your ‘emotional’ mind with positive impact. The app enables you to track your progress. (Google Play/Apple store)



**SAM (Self-help for Anxiety Management)** – SAM is a friendly app that offers a range of self-help methods for people who are serious about learning to manage their anxiety. (Google Play/Apple store)



**Pacifica** gives you psychologist-designed tools to address stress, anxiety, and depression based on CBT, mindfulness, relaxation, and mood/health tracking. Calm down in moments of stress or anxiety using deep breathing, muscle relaxation, positive visualization, mindfulness meditations, and more (Google Play/Apple store)



**Moodjuice** has lots of information to help you think about emotional problems, and work towards solving them. [www.moodjuice.scot.nhs.uk](http://www.moodjuice.scot.nhs.uk)



**What's Up?** helps you quickly check-in to find perspective with your thoughts and feelings. When you feel negative thoughts taking over, use the app to help you overcome them. The app also has grounding techniques to help you re-centre (Google Play/Apple store)



**Minded** – Free educational resource on children and young peoples’ mental health for parents and carers. <https://www.minded.org.uk>



**Stop, Breathe & Think Kids** is a mindful games app designed for kids age 5-10. Kids can check how they are feeling using emojis and try mindful meditations around those emotions. Stickers reward progress and keep mindful activities engaging. (Google Play/Apple store)



**Mind Shift** can help teenagers and young adults manage their anxiety. Gives useful advice and strategies  
<https://anxietybc.com/resources/mindshift-app>



**CBT Thought diary** will help you evaluate, understand and change your thoughts and feelings. You can identify your emotions, analyse how and why you're feeling this way, challenge negative beliefs, and change your thinking patterns for future situations (Google Play/Apple store)



**Catch It** – Learn to manage feelings of anxiety and depression with Catch It. The app will teach you how to look at problems in a different way, turn negative thoughts into positive ones and improve your mental wellbeing (Google Play/Apple store)



**Worry Watch** aims to capture and reflect on momentary self-realizations. By logging 'what might happen' and then tracking it to 'what did happen', we can challenge our perceptions and change future thought patterns (Google Play/Apple store)



**Wellmind** is designed to help with stress, anxiety and depression. Includes advice, tips and tools to improve mental health and wellbeing.  
<http://www.dwmh.nhs.uk/wellmind/>



**The Worry Box** helps you manage your worries. Keep a personal diary in the app. The Worry Box then helps you decide if the worry is unimportant, important, controllable, or uncontrollable. The app will give you techniques to help manage it, like next steps or coping statements to tell yourself. (Google Play/Apple store)



**SilverCloud** is an online course to help people manage stress, anxiety and depression. You work through a series of topics selected by a therapist to address specific needs. The eight-week course is designed to be completed in your own time and at your own pace. 16+



**Sleepio** helps people overcome sleep problems. It's based on cognitive behavioural therapy (CBT). Evidence suggests that it can even help people with long-term sleep problems sleep better. (Google Play or Apple store)



**Kids Sleep Dr:** The app helps parents understand and improve the sleeping and waking patterns of children and young people from new-borns to teenagers  
<http://kidssleepdr.com/index.html>

### Young carers



A carer is someone of any age who provides unpaid support to family or friends who could not manage without this help. This could be caring for a relative, partner or friend who is ill, frail, disabled or has mental health or substance misuse problems. **Carers Trust** helps young carers to cope with their caring role through specialised services across the UK <https://carers.org/about-us/about-young-carers>

### Autism support



**The National Autistic Society** is the leading UK charity for autistic people (including those with Asperger syndrome) and their families. <https://www.autism.org.uk/>



**The Kent Autistic Trust** provides confidential support, reliable information, practical advice and emotional support, to families, parents/carers, professionals and individuals affected by autism across Kent and Medway. Contact: Jo Blamires (Family Support Officer)  
T: 01634 405168 [jo@kentautistic.com](mailto:jo@kentautistic.com) [www.kentautistictrust.org](http://www.kentautistictrust.org)



Beams is a local charity that supports disabled children, young people and their families via advice, short breaks and direct payments. <https://wearebeams.org.uk/> T: 01322 668501

### Bereavement support



**Holding On Letting Go** is a Kent-based charity that helps children to cope with the death of someone close to them. E: [info@holg.org.uk](mailto:info@holg.org.uk)  
T: 03445 611 511 <https://holdingonlettinggo.org.uk/>



**Cruse Bereavement Care** is the leading national charity for bereaved people in England, Wales and Northern Ireland. We offer support, advice and information when someone dies and work to enhance society's care of bereaved people. <https://www.cruse.org.uk>  
T: 0808 808 1677



**Slide Away** offers support to children and young people in West Kent who have been bereaved of a family member or friend. We also support children and young people who have a parent or sibling with a life limiting illness. <http://www.slideaway.org>

### Suicide support



Are you, or is a young person you know, not coping with life? For confidential suicide prevention advice contact: **0800 068 4141** [pat@papyrus-uk.org](mailto:pat@papyrus-uk.org) · [www.papyrus-uk.org/](http://www.papyrus-uk.org/)



**Zero Suicide Alliance** is a collaboration of NHS trusts, businesses and individuals who are committed to suicide prevention in the UK and beyond. The alliance raises awareness and provides free suicide prevention training at: <https://www.zerosuicidealliance.com/>

**- END OF POLICY -**