

## STAGE 2 ACTIVITY – PLANNING ACTIONS AND OUTCOMES

PRINCIPLE	CRITERIA	✓	ACTIONS	OUTCOMES
<p style="text-align: center;"><b>1</b></p> <p><b>LEADERSHIP AND MANAGEMENT</b> accepts, supports and embeds effort to promote a whole school approach to emotional health and wellbeing in school</p>	Our school has a member of SLT who leads a resilience team to focus on emotional health and wellbeing for young people and the wider school community.	✓	SG main lead	<ul style="list-style-type: none"> <li>Working party – resilience tool kit.</li> </ul>
	A lead Governor is in place who is knowledgeable and helps champion emotional health and wellbeing in all aspects of school life.		To be identified and discussed at next Governors meeting	<ul style="list-style-type: none"> <li>A lead Governor in place.</li> </ul>
	The School Improvement Plan, policies, systems and activities in the school support emotional health and wellbeing to remain high on the agenda and there are structures in place to integrate, sustain and monitor the impact of this work.		Identified within the school improvement plan, part of staff performance management. Resilience toolkit completed, to be monitored and regularly updated. Mental health policy to be put in place.	<ul style="list-style-type: none"> <li>Rowhill School to have a mental health policy.</li> <li>Staff survey/ Trail Blazers support</li> <li>Staff online training (whole school). Individual training identified based on need.</li> <li>SIP priority</li> </ul>
	Our school has a Resilience and Wellbeing Record (Action Plan) based on the needs of the students, staff and community, which supports their emotional health and wellbeing.			
	Our school has a dedicated PSHCE lead or PSHCE team, who support staff to deliver lessons and other curriculum opportunities, which include emotional health and wellbeing.	✓	SG within vocational hub/ transition. Primary curriculum to be reviewed. ACP currently implementing appropriate sessions to meet learners needs.	<ul style="list-style-type: none"> <li>Primary to have a weekly dedicated PSHCE lesson and follow PSHCE map/ curriculum set up inline with the PSHCE Association (including RSE).</li> </ul>



<p style="text-align: center;"><b>2</b></p> <p style="text-align: center;"><b>CURRICULUM, TEACHING AND LEARNING</b></p> <p>Your school considers what social and emotional skills they are building as part of lessons and map this across the timetable</p>				<ul style="list-style-type: none"> <li>PSHCE curriculum (new timetable/yearly planner across the whole school)</li> </ul>
	<p><b>Our school has a planned PSHCE programme, which is consulted on, and evaluated for impact. This should include key topics such as problem solving, conflict management resolution, collaborative working, motivation and self-awareness, as well as understanding and managing feelings.</b></p>	✓	<p>Appropriate programmes to support this are put in place in secondary, as well as wellbeing sessions offered by EM. Primary participate in these but it needs to be more robust. ACP currently implementing appropriate sessions to meet learners' needs.</p>	<ul style="list-style-type: none"> <li>Primary to have weekly lesson allocated – to follow PSHCE curriculum map. ACP reviewing and updating current provision to meet learners needs with PSHCE.</li> </ul>
	<p><b>Lessons provide opportunities for young people to understand the practical application of wellbeing and how what they are learning is relevant to their emotional health.</b></p>	✓	<p>Units – Emotional Wellbeing for KS4 KS3 attend emotional wellbeing lessons. Primary to be implemented in line with PSHE map. ACP currently implementing appropriate sessions to meet learners' needs.</p>	<ul style="list-style-type: none"> <li>Primary to have weekly lesson allocated – to follow PSHE curriculum map. ACP reviewing and updating current provision to meet learners needs with PSHCE.</li> </ul>
	<p><b>There are extra curricula opportunities to support emotional health and wellbeing development being offered during critical times - such as transition, exam time, or when there are relevant local or national affairs effecting wellbeing.</b></p>	✓	<p>Curriculum days Interventions – SALT etc Art Therapy/ Counselling Maths/ English programmes/ interventions/ Class Charts</p>	<ul style="list-style-type: none"> <li>Lots of support provided but referral and monitoring system to be reviewed.</li> <li>Referral system updated</li> <li>Learners strength and difficulties questionnaire</li> <li>Mentoring programme</li> <li>OT &amp; SALT training (i.e. Comic strip &amp; social stories)</li> </ul>
	<p><b>Develop partnerships between young people and staff to formulate, implement and evaluate organisation-wide approaches to promoting social and emotional wellbeing.</b></p>	✓	<p>Recovery curriculum tracker Strength &amp; difficulties questionnaire Recovery curriculum Welfare calls and logs/ check-ins Tree of self esteem</p>	<ul style="list-style-type: none"> <li>Emotional wellbeing packs for each individual child to be created.</li> <li>Strengths and difficulties questionnaire (linked to</li> </ul>



<p><b>3</b> <b>STUDENT VOICE</b> Students have opportunities to influence decisions and express their views including emotional health and wellbeing at school</p>				<p>Neurodiversity checklist/ACE's and GAD7)</p> <ul style="list-style-type: none"> <li>• Learner grid to monitor learner development and data</li> <li>• Post it note wall (positive comments) - Tree self-esteem growing.</li> <li>• Therapy &amp; counselling additional whole school</li> </ul>
	<p><b>Our school has Introduced a variety of mechanisms to ensure all young people have the opportunity to contribute to decisions that may impact on their social and emotional wellbeing.</b></p>	✓	<p>Kent Youth Elections Anti-Bullying survey</p> <p>School council</p> <p>Provision plans/ Section A</p>	<ul style="list-style-type: none"> <li>• Emotional wellbeing packs</li> <li>• Post it note wall (positive comments) - Tree self-esteem growing.</li> <li>• Therapy &amp; counselling additional whole school</li> </ul>
	<p><b>Our school involves young people in the creation, delivery and evaluation of training and continuing professional development activities in relation to social and emotional wellbeing.</b></p>			<ul style="list-style-type: none"> <li>• Post it note wall (positive comments) - Tree self-esteem growing.</li> <li>• Therapy &amp; counselling additional whole school</li> </ul>
<p><b>4</b> <b>STAFF DEVELOPMENT</b> Staff are supported in relation to their own</p>	<p><b>Our school integrates social and emotional wellbeing within staff training.</b></p>	✓	<p>Several training sessions have been implemented including: Online SSS learning mental health course – all staff across the school Mental Health First Aider Encompass Mental Health training Staff board of Gratitude Staff supervision 1:1 sessions/ counselling sessions 1:1 or group</p>	<ul style="list-style-type: none"> <li>• More training has been identified to improve staff's own mental health.</li> <li>• Friends programme</li> <li>• Therapeutic writing</li> <li>• Breathe mindfulness</li> <li>• Twilight sessions on manging own mental health</li> </ul>



<p>health and wellbeing and are able to support student wellbeing</p>				<ul style="list-style-type: none"> <li>• Whole school to compete online designated mental health lead training course (SSS learning CPD)</li> <li>• Mental health awareness training</li> <li>• <b>Mental health working party</b></li> <li>• Staff survey/ Trail Blazers support</li> <li>• <b>Staff board (post it notes/positive messages/gratitude board)</b></li> <li>• Supervision through KEPS</li> </ul>
	<p><b>Our school ensures school staff have the opportunity to implement their knowledge and skills to develop young people's social and emotional wellbeing.</b></p>	<p>✓</p>	<p>Interventions Team meetings Resilience toolkit grid Regular mental health working party meetings.</p>	
	<p><b>Staff are supported to reflect on and take action to support their own wellbeing and consider a work-life balance?</b></p>	<p>✓</p>	<p>Staff survey Training</p>	<ul style="list-style-type: none"> <li>• Training to address staff's wellbeing twilight sessions</li> <li>• Results from staff survey to impact on development.</li> </ul>
<p><b>5 IDENTIFYING NEED AND MONITORING IMPACT</b> Our school has assessed the needs of students and has used the impact of interventions to improve wellbeing</p>	<p><b>Systematic measures and assessment of young people's social and emotional wellbeing inform and shape the basis for all planned activities and evaluation across the school.</b></p>	<p>✓</p>	<p>Educational Health Care Plans Recovery curriculum tracker Strength &amp; Difficulties questionnaire Boxall profiles</p>	<ul style="list-style-type: none"> <li>• Mental health policy</li> <li>• Referral system</li> <li>• Strengths and difficulties questionnaires</li> <li>• Lockdown 1 information</li> <li>• Interventions impact sheet</li> <li>• Before and after questionnaires</li> </ul>
	<p><b>Our school uses these assessment outcomes as the basis for planning activities and evaluating their impact.</b></p>		<p>Referral systems need reviewing</p>	<ul style="list-style-type: none"> <li>• A quality referral system in place to include reason for referral and evaluating impact.</li> </ul>
	<p><b>Steps are taken to mitigate the impact of poor emotional health and wellbeing on learning opportunities for the most vulnerable pupils.</b></p>	<p>✓</p>	<p>Interventions and support programmes in place. We offer a lot of different support at Rowhill school for our learners, we just need to document this evidence.</p>	<ul style="list-style-type: none"> <li>• A quality referral system in process to include reason for referral and evaluating impact.</li> </ul>



<p><b>6</b></p> <p><b>WORKING WITH PARENTS AND CARERS</b></p> <p>Parents and carers feel well supported and involved with their child's emotional health and wellbeing in and outside of school</p>	<p><b>Our school ensures a strong parent and carer voice and parent/carer feedback in the school's approach to resilience, emotional and mental health?</b></p>		<p>Parent consortium - limited due to COVID</p>	<ul style="list-style-type: none"> <li>To re-establish parent consortium and involvement in school activities etc</li> <li>Parent - website page with links</li> <li>Parents to have access to class charts.</li> </ul>
	<p><b>Our school provides opportunities for parents and carers to be aware of policies, structures and activities in the school, which promote social and emotional wellbeing and preventing poor mental health?</b></p>		<p>Updating of the school website to include a resilience and emotional wellbeing page.</p>	<ul style="list-style-type: none"> <li>Appropriate resources and information on website.</li> <li>Parent - website page with links</li> <li>Parents to have access to class charts.</li> </ul>
	<p><b>Does your school provide parents and carers with accessible resources and skills to support their child's learning? How do you know this meets the needs of all parents and carers?</b></p>		<p>Work packs online/ hard copies through COVID</p> <p>Welfare calls/ log</p> <p>Referrals to support agencies/ interventions</p>	<ul style="list-style-type: none"> <li>Appropriate resources and information on website.</li> <li>Parent - website page with links</li> </ul>
<p><b>7</b></p> <p><b>TARGETED SUPPORT AND APPROPRIATE REFERRAL</b></p> <p>Timely identification of students who would benefit from targeted support are identified and supported effectively</p>	<p><b>Young people have clear and consistent information about the opportunities available to them to discuss personal issues and emotional concerns.</b></p>	✓	<p>Tutor time/ provision plan reviews/ Family outreach department CW &amp; LC</p>	<ul style="list-style-type: none"> <li>This to be developed further with emotional wellbeing packs</li> <li>Referral system review</li> <li>S&amp;D questionnaires (emotional wellbeing packs)</li> <li>Mentoring programme</li> <li>Outcomes of post exclusion meetings and feed into the referral process</li> </ul>
	<p><b>Our school ensures young people have access to pastoral support, as well as specialist services, so that emotional, social and behavioural problems can be dealt with as soon as they occur.</b></p>	✓	<p>Referrals to support external agencies/ interventions</p>	<ul style="list-style-type: none"> <li>This to be developed further with emotional wellbeing packs</li> <li>Referral system review</li> </ul>



			Internal interventions i.e. art therapy, horse care, lego therapy, counselling, SALT, RWI, Maths. Detailed and appropriate support/ specialist services in place	
	<b>Our school works in partnership with key agencies to ensure high quality, timely and effective interventions for vulnerable young people.</b>	✓	Salus project/ Choices/ Metro/ Early Help/ Refocus project etc	<ul style="list-style-type: none"> <li>Referral system review</li> </ul>
<b>8 ETHOS AND ENVIRONMENT</b> The school has a culture, which promotes and values diversity	<b>The school has an environment where talking about resilience, emotions, mental health and difference is encouraged, celebrated and communicated across the school community.</b>		Mental health working party and completion of resilience toolkit was a great starting place. To be developed. Staff survey to influence decisions.	<ul style="list-style-type: none"> <li>Posters to encourage resilience and raise awareness of emotional wellbeing</li> <li>Peer mentoring</li> <li>Support networks for staff – 1:1 or group</li> <li>Curriculum days</li> <li>Good news slips</li> <li>Tree (self-esteem) Board</li> <li>Staff board</li> <li>Key words to be used and described in assemblies – displayed and monitored throughout the week (relate to Tree Board)</li> <li>Behaviour management</li> <li>3' R's displayed around the school</li> <li>Website</li> <li>Display school vision statement and ethos around the school</li> </ul>
	<b>The school has an effective anti-bullying policy in place, which makes reference to children and young people with all protected characteristics.</b>	✓	Policy in place. Lessons delivered around anti-bullying and we also take part in an annual anti-bullying project through Salus.	<ul style="list-style-type: none"> <li>To be reviewed as required</li> </ul>



<p><b>Our school provides a safe environment, which nurtures and encourages young people's sense of self-worth and self-efficacy, reduces the threat of bullying and violence and promotes positive behaviours.</b></p>	<p>✓</p>	<p>Anti – bullying policy Supportive culture amongst staff</p>	<ul style="list-style-type: none"> <li>• To create mental health policy</li> </ul>
<p><b>Our school ensures that students feel emotionally secure and safe in the school environment and reduces the threat of bullying and violence.</b></p>	<p>✓</p>	<p>School ethos/ school approaches/ welfare calls/ referrals/ policies in place including safeguarding.</p>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>Students, staff, parents/carers and the wider community understand resilience and how it supports the promotion of emotional health and wellbeing.</b></p>		<p>To be developed over the next few months/ years.</p>	<ul style="list-style-type: none"> <li>• To have a policy in place, resilience and emotional wellbeing to be established across the school through all of the above outcomes achieved.</li> </ul>
<p><b>The school's culture promotes respect and values diversity.</b></p>	<p>✓</p>	<p>School ethos – Lessons on topic covered through PSHE</p>	<ul style="list-style-type: none"> <li>• Curriculum days</li> <li>• Good news slips</li> <li>• Tree (self-esteem) Board</li> <li>• Staff board</li> <li>• Key words to be used and described in assemblies – displayed and monitored throughout the week (relate to Tree Board)</li> <li>• Behaviour management</li> <li>• 3' R's displayed around the school</li> <li>• Website</li> <li>• Display school vision statement and ethos around the school</li> </ul>