

# Rowhill School - Approach Principles and Examples of Actions

Whole School Approach Principle	Examples of Actions
<p>1 - Leadership and management that supports and champions efforts to promote emotional health and wellbeing</p>	<ul style="list-style-type: none"> <li>- Have a named member of the leadership team responsible for emotional wellbeing and promoting resilience – Sarah Griffey.</li> <li>- School commitment through SIP to develop emotional wellbeing / resilience of all pupils. Part of staff performance management.</li> <li>- Establish a wellbeing/resilience team.</li> <li>- Wellbeing and resilience are a focus during staff meetings (repeated agenda item).</li> <li>- Promote support for staff and encourage positive staff wellbeing – identified through staff survey.</li> <li>- <b>Target: Mental Health and Wellbeing policy developed and on school website.</b></li> <li>- Staff coaching and development during Inset / staff and team meetings – CPD under taken and further appropriate training identified.</li> <li>- Senior leaders visible within the school as a point of contact.</li> <li>- Whole school assemblies and curriculum with a wellbeing / resilience focus.</li> <li>- Mental health working party.</li> <li>- Staff survey and Trail Blazers support.</li> </ul>
<p>2 - Curriculum, teaching and learning to promote resilience and support social and emotional learning</p>	<ul style="list-style-type: none"> <li>- Review PSHE curriculum and value. To be delivered inline with PSHCE curriculum map (PSHCE Association).</li> <li>- Assign designated PSHCE coordinator role, with responsibility for training staff to deliver PSHE curriculum with resilience, mental health, wellbeing and social skills focus. Appropriate programmes identified to support delivery i.e. AQA unit award, ASDAN, Mindfulness.</li> <li>- Sports and social clubs offered across the school day and beyond.</li> <li>- Targeted mindfulness sessions for students delivered within emotional wellbeing lesson.</li> <li>- Forest school/ horse care for identified students.</li> <li>- Staff trained for working with Children in Care affected by trauma.</li> <li>- Spiritual, moral, social and cultural development required within all lessons and included into observation criteria (GRIDMAKER).</li> <li>- Staff work with students to enhance the curriculum and challenge mental health stigma.</li> <li>- Interventions both internal and external to support learners' emotional wellbeing and development. Referral system updated.</li> <li>- Emotional wellbeing packs, including Recovery curriculum tracker/ strengths &amp; difficulties questionnaire.</li> <li>- Support of outside agencies within deliver of PSHCE to support learner requirements i.e. Choices/ Metro/ Refocus project/ Animal Aid/ Kent Fire Brigade.</li> <li>- Careers Enterprise company – Careers benchmarks to support career development and post 16 transition.</li> <li>- Vocational curriculum to meet the needs of our learners.</li> <li>- Mentoring programme.</li> <li>- OT &amp; SALT training (i.e. Comic Strip &amp; Social Stories).</li> </ul>



<p>3 - Enabling student voice to influence decisions</p>	<ul style="list-style-type: none"> <li>- Ensure there is student voice within the school (through school council).</li> <li>- Pupil survey – recovery curriculum tracker.</li> <li>- Pupil strength &amp; difficulties questionnaires (ACE's &amp; GAD7). <b>Target: Development of emotional wellbeing packs.</b></li> <li>- Encourage students to apply for a Pay It Forward grant to bring their projects to life</li> <li>- <b>Target: Feedback / worry boxes.</b></li> <li>- School initiatives - ensure students are involved in voicing their ideas and ideas are seen through, e.g. setting up a safe space, running a wellbeing group, wellbeing event, etc.</li> <li>- Celebration/ Good work assemblies</li> <li>- Class Charts.</li> <li>- Boxall profiles/ Provision plans reviewed 3X a year, completion of Section A towards EHCP.</li> <li>- Tree of self-esteem – post it notes/ positive comments.</li> <li>- Therapy &amp; counselling – additional support to be provided to whole school.</li> <li>- <b>Target: Website under review.</b></li> </ul>
<p>4 - Staff development to support their own wellbeing and that of students</p>	<ul style="list-style-type: none"> <li>- Mental health working party.</li> <li>- Staff survey/ Trail blazers support.</li> <li>- Staff are aware of support resources available – <b>Target: To be added to school website.</b></li> <li>- Wellbeing sessions through Trail Blazers &amp; supervision.</li> <li>- Recognition awards for staff (Gratitude board) <b>Target: Staff newsletter.</b></li> <li>- Access to mental health training for all staff/ Supervision through KEPS.</li> <li>- Wellbeing discussed and promoted for staff within the school – part of mental health working party.</li> <li>- Staff have opportunity to attend appropriate training. Whole school to complete SSS learning online training for mental health.</li> <li>- Staff Development days / staff meetings include wellbeing focus for staff and to use with students. Up and coming training events identified.</li> </ul>
<p>5 Identifying need and monitoring impact of interventions</p>	<ul style="list-style-type: none"> <li>- <b>Target: Part of wellbeing packs to be set up for each learner:</b> Consider validated wellbeing / behaviour measures/ assessments e.g. Boxall profile, Leuven Wellbeing and Involvement, WEMWBs, SDQs etc. Emotional wellbeing packs.</li> <li>- Whole staff commitment to identification (team meetings, policy implementation, etc.)</li> <li>- Needs of students are communicated efficiently with staff, if appropriate – Solution focussed meetings/ progress reviews/ hub data collections.</li> <li>- Recovery curriculum tracker.</li> <li>- Strengths &amp; Difficulties questionnaire are used between students and staff to gain an overview of students' needs and strengths.</li> </ul>



	<ul style="list-style-type: none"> <li>- Develop interventions spreadsheet/database for monitoring. Interventions impact sheet, before and after questionnaires. <b>Target: Referral system under review.</b></li> <li>- Establish a personalised reintegration programme for school refusers/ Alternative or differentiated timetable. Appropriate support plans put in place.</li> <li>- Lockdown 1 information.</li> </ul>
6 Working with parents/carers	<ul style="list-style-type: none"> <li>- Supportive referral system from family liaison officer and outside agencies.</li> <li>- <b>Target: Through parent consortium develop parent classes / information / training around emotional wellbeing and mental health.</b></li> <li>- School newsletter.</li> <li>- Opportunities for wellbeing discussions at parents' evenings, provision plan reviews.</li> <li>- Welfare calls/ logs. Home visits and social distance walks.</li> <li>- <b>Target: Parent app for updates/ use of website. -</b> Develop wellbeing signposting on parent section of website</li> <li>- <b>Targets: Parents to have access to class charts.</b></li> </ul>
7 Targeted support and appropriate referral	<ul style="list-style-type: none"> <li>- Map targeted support available in the local area.</li> <li>- Curriculum days focused on certain topics.</li> <li>- Develop awareness assemblies on certain topics.</li> <li>- Work with other local schools to make links with external agencies (Cooperative Trust).</li> <li>- Collaborate with link Early Help worker for local knowledge.</li> <li>- Create a community of practice including local community organisations.</li> <li>- <b>Target: Referral system review, learner wellbeing packs.</b></li> <li>- Mentoring programme.</li> <li>- Outcomes of post exclusion meetings and feed into the referral process.</li> </ul>
8 An ethos and environment that promotes respect and values diversity	<ul style="list-style-type: none"> <li>- <b>Target: Identify and train peer mentors and implement scheme.</b></li> <li>- Develop a safe space for students to access.</li> <li>- Tree of self-esteem.</li> <li>- Staff gratitude board.</li> <li>- School newsletter. <b>Target: website under review.</b></li> <li>- School values / policies are embedded into curriculum / teaching / staff / student expectations. <b>Target: To have a Mental Health policy in place.</b></li> <li>- Lesson audit based on diversity and resilience (celebrating difference and cultures / cultural trips / embedded consistently in lessons, not just sporadically across the school year) – PSHCE curriculum map.</li> <li>- Praise / recognition for students and staff (celebration assemblies, awards, etc.).</li> <li>- Displays around school, in reception, in form rooms, canteens, etc. reflect a school that cares about its community's wellbeing, not just academic success.</li> <li>- Evident links between school and wider community, across different age groups. Post 16 transition visits.</li> <li>- 3 R's – Respect yourself, respect others, respect the environment.</li> </ul>



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|  | <ul style="list-style-type: none"><li>- Good news slips/ use of class charts.</li><li>- Key words to be used and described in assemblies - displayed monitored throughout the week (relate to Tree of self-esteem).</li><li>- Display school vision statement and ethos around the school.</li><li>- <b>Target: Website review and update.</b></li></ul> |
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