

Rowhill School

MENTAL HEALTH POLICY OCTOBER2021

REVIEW OCTOBER 2022





CONTENTS

Policy Statement.....	2
Policy Scope.....	3
Policy Aims.....	3
Key Staff Members.....	4
Teaching About Mental Health.....	5
Support at School and in the Local Community.....	6
Signposting.....	12
Identifying Needs and Warning Signs.....	12
Managing Disclosures.....	13
Confidentiality.....	14
Whole School Approach.....	14
Working with Parents.....	15
Working with Other Agencies and Partners.....	15
Supporting Peers.....	16
Training.....	16
Policy Review.....	16

POLICY STATEMENT

At our school, we are committed to supporting the mental health and wellbeing of our students and staff.

Our culture is supportive, caring, and respectful. We encourage students to be open and we want each student to have their voice heard.

At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

POLICY SCOPE

This policy is a guide to all staff, including teachers, governors, and non-teaching staff. It outlines our approach to promoting student mental health and wellbeing. It should be read and understood alongside our other relevant school policies.

POLICY AIMS

The aim of our policy is to demonstrate our commitment to the mental health of our staff and students.

At our school, we will always:

- Help children to understand their emotions and experiences better.
- Ensure our students feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.
- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

We will always promote a healthy environment by:

- Promoting positive mental health and emotional wellbeing 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 worth and to reflect.
- 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 mental health and providing support to any student that needs it.
- Raising awareness amongst staff and students about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in students.
- Supporting staff who are struggling with their mental health.

KEY STAFF MEMBERS

All staff members have a responsibility to promote the mental health of students and each other.

However, certain staff members have a specific role in the process.

These are:

- Our Designated Safeguarding Officers: Mr G Bartrum & Ms C Webb
- Mental Health Lead: Mrs S Griffey

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: member of the SLT.

If a child presents 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 G Bartrum or Mrs S Griffey.

Staff Wellbeing and Mental Health

Staff wellbeing and Mental Health is at the forefront of the school's thinking. Staff who require some support in this area are offered group or individual counselling with Trailblazers Emotional Wellbeing (EWB) team or supervision with an Education Psychologist. There has been EWB staff days where they can use the day to practice yoga, head massage, Thai Chi and other relaxation therapies. Staff survey to be completed yearly with the results informing decisions and practice. Staff gratitude board in place so staff can praise each other publicly. Reducing staff workload is also a priority for senior leaders within the Rowhill School.

TEACHING ABOUT MENTAL HEALTH

Our PHSCE 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 PHSCE curriculum and lesson content to ensure that they're meeting the aims outlined in this policy. We'll also implement this into our curriculum at all stages to provide students with strategies to help keep them mentally well.

Key staff at Rowhill School have been identified and 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.

At Rowhill School we have a mental health working party, this incorporates staff from all areas of the school and is supported by our lead mental health governor. Through our sessions we have completed the Resilience and Emotional Wellbeing tool kit, this identifies areas of success and areas for improvement. For more information on the resilience and emotional wellbeing tool kit outcomes see the following documents:

- Rowhill School Resilience and Emotional Wellbeing: Examples of Evidence
- Rowhill School - Approach Principles and Examples of Actions
- Rowhill School STAGE 2 – Planning actions & outcomes

SUPPORT AT SCHOOL AND IN THE LOCAL COMMUNITY

We have a range of support available in school listed below:

Support Service	What it is	How it can be accessed	Its aims and purpose
School council	A school council is a formal group of pupils within a school who are elected by their peers to represent them and their views.	Pupils elected within form groups. 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.
Kent youth county council elections	Kent Youth County Council helps voice the opinions of young people in Kent. We come under the Dartford district.	Through PSHCE lessons pupils are provided with the information and knowledge. Then given the opportunity to vote.	To be a part of the decision. Voting is a part of independence.
Salus anti – bullying	To tackle bullying effectively it is crucial that the voices of children and young people are heard. Salus run the UK's largest Anti-bullying annual survey.	Through PSHCE lessons pupils complete the survey.	To support the wellbeing of all pupils in the school. Information is monitored where appropriate to keep learners safe.
Challenger Troop	One of the UK's leading providers of youth and young person's engagement programmes with a military ethos.	Timetabled activity provided in school to pupils who are appropriate and want to attend.	Challenger Troop's programmes improve attitudes to learning, confidence and capabilities in the classroom.
Forest school	Forest school is an outdoor education delivery model in which students visit natural spaces to learn	Timetabled activity provided in school to pupils who are appropriate and want to attend.	Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and

	personal, social and technical skills.		creative learners. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
Solution focused approach	Individual learners identified through staff network.	Meetings held after school, many professionals attend to support process.	Solutions and strategies developed to support learner's attainment, development and engagement.
Music Interventions	music interventions consist either of structured musical instruction/activities, i.e., use of instruments, singing, moving, listening, performing.	Timetabled activity provided in school to pupils who are appropriate and want to attend.	Aimed at increasing the young person's well-being. In particular, the objective is to improve the person's mood and motivation, promote socialization and stimulate sensory, motor and cognitive aspects in general.
Mile run	Initiative to incorporate activity in the school day.	Start of the school day before registration.	The mile run encourages children to run or jog, for 15 minutes, at their own pace, every day
Friday afternoon enrichment activities	Enrichment activities are fun, which helps students to become more engaged in their learning and retain more information.	Friday afternoon for whole school.	Enrichment promotes learner's ability to concentrate, and make learning more meaningful, valuable, and rewarding.
Performing Arts	Performances within school that pupils organise and take part in.	Termly activities organised by 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.

Kent fire brigade interventions	fire safety/ lighting fires/ playing with fires.	Topic covered within PSHCE lessons. Referrals made for individual learners directly to cent fire brigade educational support department.	To support learners in making the right choices and keeping themselves and others safe.
Art therapy/ Counselling	Provides a safe and confidential space for you to talk to a trained professional about your issues and concerns.	Referrals made by form tutor through discussion with other staff/ family/ professionals or learner.	Facilitating behavioral change. Helping improve the learner's ability to both establish and maintain relationships. Helping enhance the learner's effectiveness and their ability to cope.
Class charts – assessing and monitoring progress/ improvements	Class Charts are also a behaviour management tool which you can use collaboratively with colleagues in your department or school to track and analyse student behaviour over time.	Class charts is completed daily within all lesson's pupils attend.	To improve behaviour, attendance, teaching & learning.
Speech and language therapy	Provides treatment, support and care for children who have difficulties with communication, or with eating, drinking and swallowing.	Referrals made by form tutor through discussion with other staff/ family/ professionals or learner.	Aim of speech and language therapy is to improve communication problems and reduce their impact on the patient's well-being.
Zones of regulations	The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all.	Whole school approach.	The Zones of Regulation teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness.
Boxall profiles	The Boxall Profile is a two-part assessment tool	Completed by form tutors in line with provision plans.	Aim is to track the progress of cognitive development and behavioural traits of children.

Nurture groups within school.	Pupils may attend sessions in the Nurture Group for specific reasons, for example: Friendship difficulties – keeping/making friends. Quiet, shy, withdrawn. Find it hard to listen to others or join in.	Identified on enrolment to school.	For social emotional communication needs – to build confidence, calm and caring approach to nurture. A safe base for children to be able to express themselves and it is about building confidence to do this.
Sensory circuits	sensory motor skills programme.	Takes place in Primary.	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.
Makaton.	Sign language for those with speech difficulties.	Takes place in Primary.	The aim of Makaton is to help people communicate through speech, so when someone is able to say the correct words, they're encouraged to speak rather than sign.
Fitness class in the mornings	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.
Mindfulness programme	Activities to support managing behaviour an involve arts & crafts/ calming techniques	Transitional Hub – delivered weekly x1 45min session.	
Duke of Edinburgh	The Duke of Edinburgh's Award is a youth awards programme	Vocational Hub - Timetabled activity provided in school to pupils who are appropriate and want to attend.	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.
Secondary – Intervention (English/ Maths)	To target English and Maths	Vocational Hub - Timetabled activity provided in school to all pupils.	To improve self-confidence and monitored through data/ progress.
Charlton athletic intervention	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.
Horse therapy/ Animal therapy programme	White Rocks / Horse riding school	Timetabled activity provided in school to pupils who are appropriate and want to attend. Referrals made for individuals to attend sessions.	Activities with horses and other animals to promote human physical and mental health.
Metro	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.
Get It card	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.
Choices	Respect and healthy relationships.	Referrals made by form tutor through discussion with other staff/ family/ professionals or learner.	To promote and build healthy relationships.
Project Salus and Refocus Project	Organisations that support learners with life choices.	Referrals made by form tutor through discussion with other staff/ family/ professionals or learner.	To reduce risks.
Education Business Partners	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.
Early Help	Also known as early intervention, is support given to a family when	Referrals made by form tutor through discussion with other staff/ family/	Early intervention works to reduce the risk factors and

	a problem first emerges.	professionals or learner.	increase the protective factors in a child's life
Adolescent Mental Health Services (CAMHS).	CAMHS 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.
Trailblazers	Mental Health Support Teams	Whole school approach.	Provides services to learners and staff around mental health.
Supervision for staff	Provides a safe and confidential space for you to talk to a trained professional about your issues and concerns.	Staff to seek support through Trail blazers/ Mr G Bartrum/ Mrs S Griffey.	Helping enhance the Staff's effectiveness and their ability to cope.

As a school we are always reviewing the services and interventions we offer. Training has been put in place to offer the following two services (we plan to have these running by September 2021):

- Friends programme - FRIENDS is resilience intervention proven to reduce anxiety and depression and promote positive mental health for children and young people.
- Therapeutic story writing - programme which supports pupils with behavioural, emotional and social difficulties.



SIGNPOSTING

We will ensure that all staff, students, and parents are aware of the support that's available in our school for mental health. This includes how to access further support, both inside and outside of school hours.

<https://www.rowhill.kent.sch.uk/page/?title=Emotional+Wellbeing+County+Resource+Pack&pid=168>

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 with the Designated Safeguarding Officer as appropriate.

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.
- 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.

- 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.

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

MANAGING DISCLOSURES

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 and only shared with the appropriate authorities if it's necessary to keep the child safe, in line with our Safeguarding Policy.

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 points from the conversation.
- Agreed next steps.

CONFIDENTIALITY

If a member of staff thinks it's necessary to pass on concerns about a student, either to somebody inside the school or somebody outside it, 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.

However, it may not be possible to gain the student's consent first, such as in the case of students who are 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.

WHOLE SCHOOL APPROACH

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

WORKING WITH PARENTS AND CARERS

We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times. To support parents we will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Share and allow parents to access further support.
- Ensure that parents are aware of who to talk to 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.

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 might include liaising with:

- The school nurse.
- Paediatricians.
- CAMHS.
- Counselling services.
- Therapists.
- Family support workers.
- Behavioural support workers.

SUPPORTING PEERS

We understand that, when a student is suffering from mental health issues, it can 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 will provide support in a one-on-one or group setting. These sessions will be guided by the student, but they will discuss how peers can help, how peers can access support themselves, and healthy ways of coping with any emotions they might be feeling.

TRAINING

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.

We will post all relevant information, and additional information, on our school website so staff can learn more about child mental health. We will consider additional training opportunities for staff and we will support additional CPD throughout the year where it becomes appropriate due to developing situations with pupils.

POLICY REVIEW

This policy will be reviewed every year. This is so that it remains up to date, useful, and relevant. We will also regularly review it in accordance with local and national policy changes.