

**Whole school approach to prevention and early intervention****Introduction**

In May 2015 the Government produced a report called Future in Mind Report (FiM) which set out a clear national ambition to transform the design and delivery of a local offer of services for children and young people with mental health needs. FiM describes an integrated whole system approach to driving further improvements in children and young people's mental health outcomes with the NHS, Public Health, Local Authority Children's Services, Education and Youth Justice working together. One of the themes focuses on building resilience and prevention and early intervention.

In Rotherham non recurrent funding from the Child and Adolescent Mental Health Services (CAMHS) Transformation monies was designated to piloting a whole school approach to promoting mental health and wellbeing. Six schools in Rotherham were invited to take part in the scheme, representing each of the Social and Emotional Mental Health (SEMH) school cluster areas of north, south and central.

**Aims and ambitions of the delivery plan**

The whole school pilot in Rotherham is based on principles outlined in a national guidance document produced by Public Health England and the Children and Young People's Mental Health Consortium (2015). The guidance looks at a whole school approach to mental health following eight principles;

- leadership and management
- school ethos and environment
- curriculum teaching and learning
- student voice
- staff health, development and wellbeing
- identifying need and monitoring impact
- working with parents/carers
- targeted support

Each of the six schools were encouraged to benchmark themselves against all 8 principles and then pick at least two to progress. Their chosen principles were written up into an action plan. The schools began planning their work in the spring term of 2016 with the project commencing in September 2016. The schools have until July 2017 to deliver their actions. The project is being led in each school by a senior member of the school staff team; Assistant Head, Safe Guarding Lead or SENCO. All schools have committed to reporting progress once a term and must met with Officers to talk through their action plan. In addition all schools attend a steering group to share good practice. All schools are encouraged to share their learning within the school cluster group they are part of.

For more information visit the website:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414908/Final\\_EHWP\\_draft\\_20\\_03\\_15.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf)

## **Recommendations for HSC**

Members of Health Select Commission are asked to:

- Consider accompanying Officers on the one to one update meetings with schools
- Consider nominating a member to sit on the Whole School Steering Group.

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## **Appendix A**

### **Participating schools:**

#### **Rawmarsh Community School**

1. To build resilience with a targeted group of pupils at the earliest stage to enable them to deal with emotional health and mental wellbeing needs.
2. Deliver Social Studies lessons to Y7 and Y10 pupils, focusing on understanding how people behave, why people get angry or feel differently. Empathising with peers experiencing personal, social and emotional issues.
3. Engaging the hard to reach parents/carers.

#### **Wingfield Academy**

1. Enable student voice to influence decisions: Redevelop Student led Voice and Influence activities from strategic to operational within the Academy - Student Ambassador Programme.
2. Targeted support and appropriate referral- Provision of support services for children and young people. To develop an enhanced Early Help offer to further support emotional wellbeing for students and parents / carers through a therapeutic offer that is not currently available through the Core Early Help offer.

#### **Newman School**

1. To review and improve staff resilience and emotional health and mental wellbeing needs in the workplace.
2. To review the impact of current emotional resilience interventions and develop the whole school SEMH offer.

#### **Wales High School**

1. To improve staff resilience and enable them to deal with students' emotional health and mental wellbeing needs.
2. To improve identification of students who require mental health support and design clear thresholds of targeted support and appropriate referral.

#### **Maltby Academy**

1. To work with senior leaders in MLT schools to ensure that mental health is given due priority and that mental health awareness among wider workforce is raised, thus enabling staff to identify and seek support for students and colleagues at earlier opportunity.
2. To raise awareness among the wider community by implementing workshops for parents/carers and by providing a half-day mental health raising event for the wider Maltby Community.
3. To ensure that Pastoral Managers, as Mental Health Champions for their schools, have the requisite skills, knowledge and support mechanisms embedded in order to meet the needs of rising numbers of children with complex mental health needs while also safeguarding their own mental health and well-being. This will be facilitated by implementing a clinical supervision model, local and pilot-wide networking and regular links to multi-agency partners e.g. Educational Psychologists, Early Help teams and

CAMHS.

**Oakwood High School**

1. To develop information to baseline and assess for SEMH and resilience.
2. Build the skillset of staff to develop and build resilience in pupils.