

Silverwood School Mental Health Offer



Steps	Information Internal or external support required
Step 1 (baseline approaches to pupil mental health)	<p>In class support</p> <p>In school support</p> <p>Whole school THRIVE approach is used as standard for pupil interaction – PACE, VRFs, etc.</p> <p>Staff regularly model emotional literacy – eg. ‘say what you see’, and labelling their own emotions. This should be everyday vocabulary that students are hearing around school.</p> <p>Whole school understanding that all behaviour is communication / expression of mental health</p> <p>Our staff are trained to be vigilant around pupil behavior, mood or presentation. Where any changes are noted, or any concerns are raised, staff log this onto ‘MyConcern’.</p> <p>This is followed up with a discussion with pupils.</p> <p>Parents and Carers are also included in these discussions.</p> <p>Low level support/interventions may be put in place e.g. mood diary, more regular contact with home, opportunities for pupils to engage in more ‘positive well-being’ activities.</p> <p>Staff will then monitor and review.</p>
Step 2 (in-class intervention)	<p>In class support +</p> <p>In school support and school based interventions offered.</p> <p>Some pupils will require greater support than can be offered in class. This includes time to talk to a trusted adult, away from the class. This is automatically offered to all of our Children Looked After who meet</p>



	<p>with the Designated Teacher as required, this can be as much as weekly for some.</p> <p>Other low level interventions are also put in place, and monitored, to boost self-esteem, well-being, confidence and enjoyment. This may be 'Chloes Farm', Nurture groups.</p>
<p>Step 3 (targeted internal interventions)</p>	<p>In school support + targeted interventions Pupils are offered a greater opportunity for 1:1 or targeted small group interventions.</p> <p>Wellbeing group based on principles of 'Compassion Focused Therapy'. This includes personalised mindfulness techniques, emotional literacy training and emotional regulation strategies. Staff delivering this, have received training from the EP service.</p> <p>THRIVE intervention delivered by qualified THRIVE practitioners. This aims to address interruptions in pupils' emotional development through the building of therapeutic relationships and activities.</p>
<p>Step 4 (preliminary external intervention)</p>	<p>In school support + External agencies involved</p> <p>Pupils, with their consent, are referred to external agencies for greater support. This could include, for example:</p> <ul style="list-style-type: none"> MHST referral LD Nurses referral Referral to EP services for support and training for staff <p>We are working on ensuring that pupil consent is gained for all pupils on all pathways.</p> <p>The school also runs 'CAMHS Forums'. Within these forums, school staff consult with a panel of CAMHS practitioners, psychiatrists and support workers. This offers a place where individual cases can be brought forward, themes explored, and pre-referrals can be discussed.</p>
<p>Step 5 (high support external intervention)</p>	<p>In school support + + External agencies involved – CAMHS, external interventions e.g. art therapy, sport therapy provided away from school.</p> <p>When pupils are beginning to reach crisis point, or when the previous support has not had a positive impact the pupil will be referred to CAMHS. Again, consent is sought for this from pupils. School staff may deliver interventions and have supervision/support from CAMHS</p>