



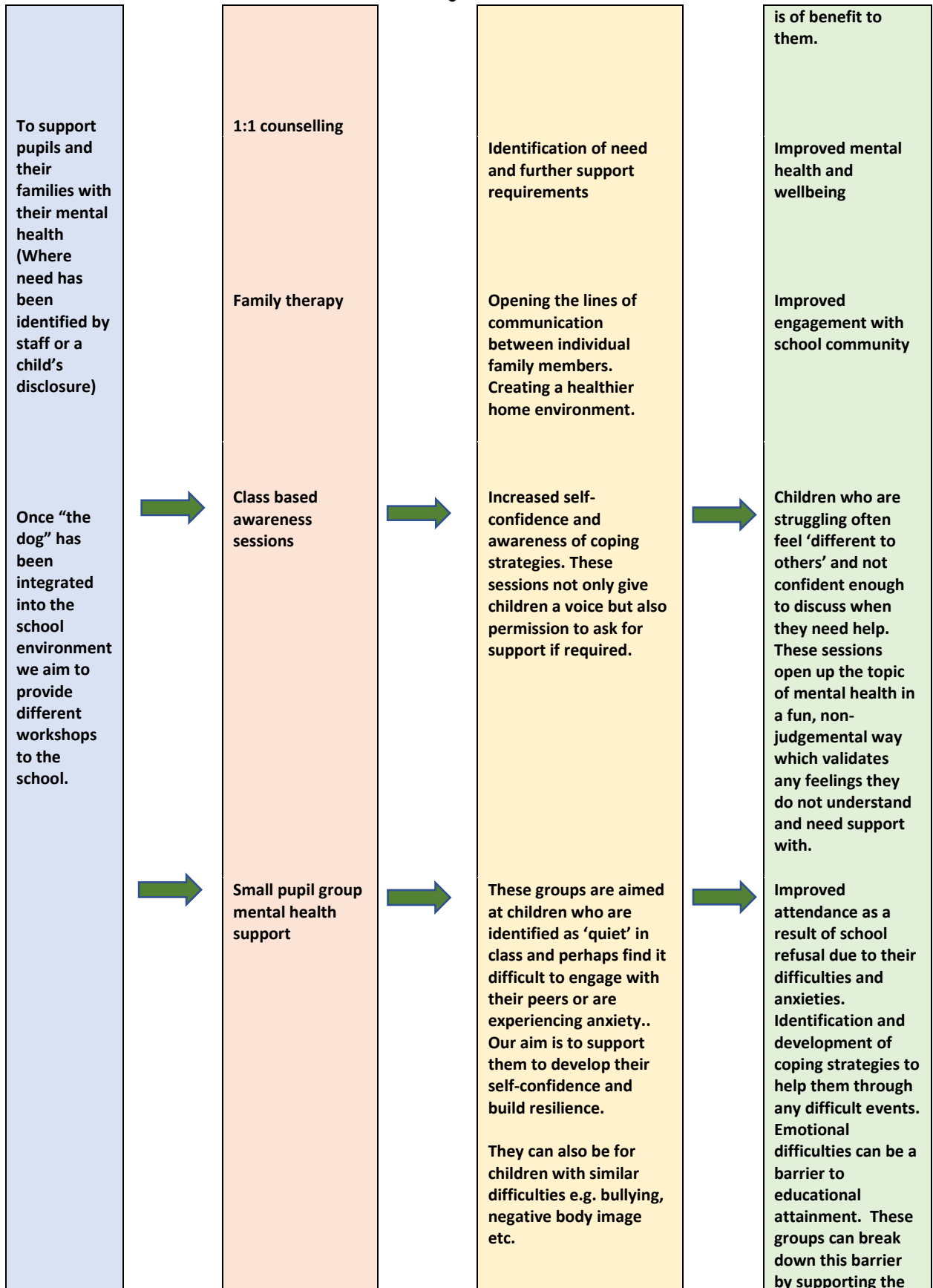
Mental Health Support (Dog Project)

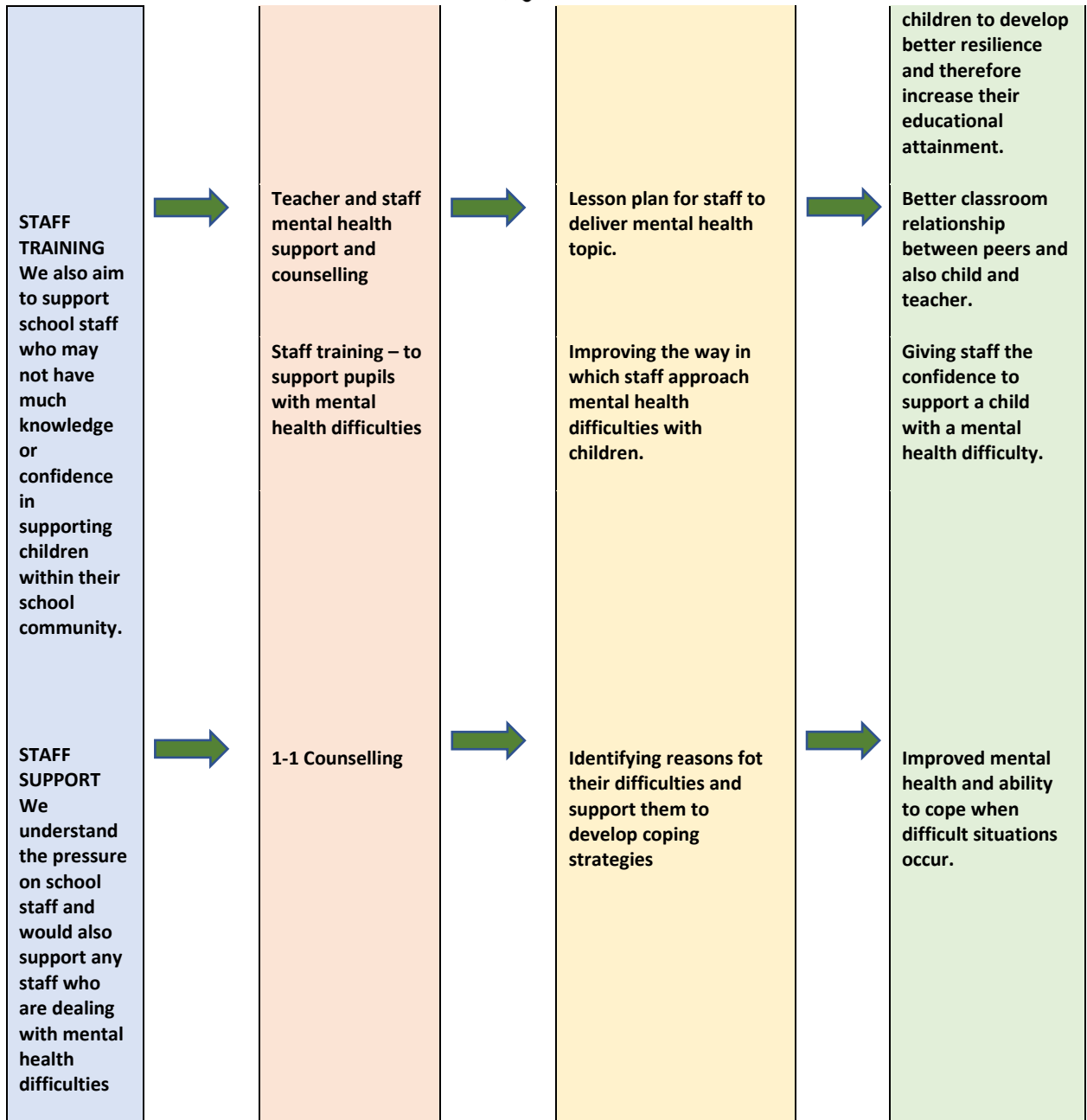
Introduction

At Platform 1 we understand the importance and need for early intervention of mental health difficulties to ensure that children have the opportunity and ability to reach their full potential as adults. Approximately 75% of our current clients have been referred to us with difficulties that are traced back to early childhood, which continue to have a negative impact on their daily lives. We understand that services continue to be stretched by adults who have been unable to access support at the first point of difficulty and at Platform 1 we aim to change this. With this in mind we are piloting a project aimed at primary aged children to support them to speak about their difficulties, develop self-confidence and create self-awareness around mental health.

Below is an outline of how we propose to create and accomplish this project.

AIMS	INTERVENTIONS	OUTPUTS/OUTCOMES	IMPACT
<p>Introduction of our project</p>	<p>School assembly to narrate the story of our "Dog" to create interest. The dog will be introduced to children as a non-threatening method of seeking help and support when they need it.</p> <p>Invite children to participate in a competition to name our "Dog"</p> <p>Send out surveys, with differentiation according to age, to our pilot schools to</p>	<p>Create an interest in our project amongst children and staff.</p> <p>Our "Dog" will have a name and a personality developed through our website</p> <p>Ensures that we create a workshop designed to cater to the prevalent issues identified and appropriate to the child's age and development</p>	<p>Children will feel encouraged and safe to speak about their difficulty</p> <p>Our "dog" will feel more relatable with a name and the children feel more ownership of the process.</p> <p>Children will feel listened to and engage more with a subject that applies to them. This will ensure that the workshop</p>





Key Purpose:

To provide a range of programmes and 1:1 support to improve the mental health of pupils, families and staff.

The sessions will be delivered by qualified, experienced and BACP accredited practitioners.



1:1 Counselling

- Pupils identified via disclosures, small group work or school referral
- Methodologies – include use of play therapy, Person-Centered Approach
- Liaise with social work team and other professionals where appropriate
- Referrals to specialist support if identified

Family Therapy

- Creating liaison between family members by opening a line of communication with each other.
- Identify any difficulties experienced by any individual and support them to recognize any effect this may be having on the family dynamics.
- Give all family members the space and time to have a face within their family.
- Support them to create a happy and healthy family environment.
- Support them to support each other

Class based awareness sessions

- Exploring “What is Mental Health”? Recognizing when your feelings are more than just sadness.
- “How to stay happy”
- “Who and when to talk to for support”.

Small pupil group mental health support

- Referrals by school wellbeing team
- If additional support is required refer for 1:1 counselling
- Maximum of 6 children per group.
- Range of topics including, anxiety, self-confidence/self-worth, peer relationships, body confidence, effective communication. Further topics may be identified throughout the work with the individual groups.

Teacher and staff mental health support and counselling

- 1:1 counselling for 6 sessions
- Identifying any difficulties
- Support to recognize where fears and thoughts originate from
- Support to develop coping strategies
- Validating their fears or feelings and giving them the opportunity to ‘off-load’ in a safe and confidential setting.

Staff training – how to support pupils with mental health difficulties

- Supporting staff with the knowledge of mental health difficulties to help them to recognize any children who may be struggling.



- **Supporting staff to develop the confidence to talk with a child who reports that they are struggling.**
- **Giving the staff the knowledge of what to do and who to report to when a child is struggling**
- **Supporting them to liaise with family where necessary.**