



Compass Learning Centre

Student Mental Health Policy 2024-25

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|--|---|-----------------------------|---------|----------------------------|
| Statutory Policy: NO | Governor Action: NO | | | |
| Governors' Committee Responsible: | Teaching & Learning Committee | | | |
| Link Governor: | Chair of Committee | | | |
| Link SLT: | Deputy Head | | | |
| Person Responsible: | Deputy Head | | | |
| Date Reviewed: | May 2024 | | | |
| Next Review Date: | May 2025 | | | |
| Key Link Policies / Documents: <i>This list is not exhaustive and further policies / documents may also need to be consulted in addition to these dependent on circumstances</i> | Relational Practice documents First Aid Policy Learning & Teaching Policy | | | |
| Policy Suite: | | | | |
| HR | Curriculum | Student Behaviour & Welfare | Finance | Premises & Health & Safety |
| | | ✓ | | |

Inspire, Transform, Excel and Succeed

Signed: *Alison Glazier* Headteacher Date: 17/05/24

Signed: *Jane Owen* Link Governor Date: 27/06/24

Equality Impact Assessment – initial screening record

| <ul style="list-style-type: none"> What area of work is being considered? Upon whom will this impact? | Student Mental Health Policy | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|--|------------------------------|----------------------|-----------------|-----------------|-----------|------------------------|---|---|--|--------|---|---|--|------------|---|---|--|---------------------------|---|---|--|--------------------|---|---|--|-------------|---|---|--|-----|---|---|--|----------|---|---|--|
| | Students | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> How would the work impact upon groups, are they included and considered? <table border="1"> <thead> <tr> <th>The Equality Strands</th> <th>Negative Impact</th> <th>Positive Impact</th> <th>No impact</th> </tr> </thead> <tbody> <tr> <td>Minority ethnic groups</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Gender</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Disability</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Religion, Faith or Belief</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Sexual Orientation</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Transgender</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Age</td> <td></td> <td>√</td> <td></td> </tr> <tr> <td>Rurality</td> <td></td> <td>√</td> <td></td> </tr> </tbody> </table> | | The Equality Strands | Negative Impact | Positive Impact | No impact | Minority ethnic groups | | √ | | Gender | | √ | | Disability | | √ | | Religion, Faith or Belief | | √ | | Sexual Orientation | | √ | | Transgender | | √ | | Age | | √ | | Rurality | | √ | |
| The Equality Strands | Negative Impact | Positive Impact | No impact | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Religion, Faith or Belief | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Sexual Orientation | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Transgender | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Age | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| Rurality | | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Does data inform this work, research and/or consultation. And has it been broken down by the equality strands? <table border="1"> <thead> <tr> <th>The Equality Strands</th> <th>No</th> <th>Yes</th> <th>Uncertain</th> </tr> </thead> <tbody> <tr> <td>Minority ethnic groups</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Gender</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Disability</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Religion, Faith or Belief</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Sexual Orientation</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Transgender</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Age</td> <td>√</td> <td></td> <td></td> </tr> <tr> <td>Rurality</td> <td>√</td> <td></td> <td></td> </tr> </tbody> </table> | | The Equality Strands | No | Yes | Uncertain | Minority ethnic groups | √ | | | Gender | √ | | | Disability | √ | | | Religion, Faith or Belief | √ | | | Sexual Orientation | √ | | | Transgender | √ | | | Age | √ | | | Rurality | √ | | |
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| Rurality | √ | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <ul style="list-style-type: none"> Does the initial screening highlight potential issues that may be illegal? No <div style="border: 1px solid black; padding: 5px; min-height: 50px;"> <p>Further comments:-</p> </div> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Do you consider that a full Equality Impact Assessment is required? No</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Initial screening carried out by Personnel Administrator Signed: <i>Michelle Nokes</i> Dated 17/05/24</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| <p>Comment by Headteacher: Reviewed with no changes Signed <i>Alison Glazier</i> Date 17/05/24</p> | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

Policy Statement

Young people's mental health is something we all must take seriously. Suicide is the leading cause of death in young people in the UK, so promoting mental health in schools isn't just desirable – it's essential. Statistics reveal that:

- 75% of mental illnesses start before a child reaches their 18th birthday.
- 50% of mental health problems in adult life start before the age of 15.
- 75% of young people with a mental health problem aren't receiving treatment.
- 51% of young people feel embarrassed about mental illness.

There are a number of factors that can contribute to poor mental health such as exam pressure, growing social media influence and of course the impact of COVID-19.

As highlighted above we understand the importance of our students' mental health and I would like to emphasize the support systems that are available in school:

- Staff - Your child will meet staff every morning at the meet and greet before school. Please do ask them to share any concerns with him or her in the first instance.
- Engagement Team - Each student have their own Engagement Key Worker. This is a full time member of staff who is available to provide support for students.
- Emotional Literacy Support (ELSA) for all students that require this intervention and is coordinated by the school SENDCo.
- Early Help Support - We are able to refer students and families to early help support in the local area.
- Kooth - An online space where students can find anonymous online support for a range of issues.
- School safeguarding team led by the Designated Safeguarding Lead
- An extended number of trained safeguarding staff within the school to provide additional support if there are more significant pastoral concerns.

Everyone has experienced a very difficult time during the pandemic and as a school we do recognise this. The key message that we are highlighting is that there is support available and that fundamentally we feel it is beneficial for our students to seek this support and never feel embarrassed by any mental health concerns. At Compass Learning Centre we are committed to supporting the positive mental health and wellbeing of our whole community of children, staff, parents and carers.

We understand how important positive mental health and wellbeing is to our lives. We recognise that children's mental health is a vital factor in their overall wellbeing and how it can affect their learning and achievements. Our School encourages children to be open and we support all children to have their voice heard.

The Department for Education (DfE) recognises that "in order to help their children succeed, schools have a role to play in supporting them to be resilient and mentally healthy". We support the children to develop their self-esteem and build resilience. We understand all children and their families go through ups and downs, and some face significant life events.

In 2017, research (Mental Health of Children and Young People in England) found that "one in eight 5 to 19-year olds had at least one mental disorder". We know that anyone in our community may need additional emotional support to cope with life's challenges.

Our culture of nurturing children and building resilience to mental health problems means our School is a safe place where:

- Every child feels valued;
- Every child has a sense of belonging;

- Every child feels able to talk openly with trusted members of staff about their problems;
- Positive mental health is promoted;
- Bullying is not tolerated.

We recognise the importance of supporting positive mental health and wellbeing to the whole School community.

At Compass Learning Centre, positive mental health is everybody's responsibility. We use the following 8 principles to underpin the way we support young people in our setting

- 1- Leadership & Management
- 2- School ethos and environment
- 3- Curriculum, teaching and learning
- 4- Student voice
- 5- Staff development, health and wellbeing
- 6- Identifying need and monitoring impact
- 7- Targeted support' and,
- 8- Working with parents/ carers.

Compass Learning Centres Mental Health Lead has adopted the Anna Freud Mental Health Support Programme using the '5 steps to Mental Health and Wellbeing model

- 1- Leading change
- 2- Working together
- 3- Understanding need
- 4- Promoting wellbeing
- 5- Supporting staff

Policy Scope

This Policy is a guide for all teaching and non-teaching staff. It outlines our approach and commitment to promoting and supporting positive mental health and wellbeing in the whole School community. It should be read and understood alongside KCSIE (2021), our Child Protection and Safeguarding, PSHE, Risk Assessment Policy for Pupil Welfare, Anti-bullying, Learning Support and Behaviour for learning policies.

Purpose of the Policy

This Policy sets out:

- How we promote and support positive mental health in the whole School community;
- How we identify and support children with mental health needs;
- How we prevent mental health problems;
- How we support whole families in dealing with children's mental health problems;
- How we support staff in spotting early warning signs in children and addressing mental health problems.

Definition of Mental Health and Wellbeing

"A state of wellbeing in which every individual realises his or her own potential, can cope with the natural stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community."

World Health Organisation

"The strength and capacity of our minds to grow and develop, to be able to overcome difficulties and challenges, and make the most of our abilities and opportunities."

Young Minds

We recognise that mental health and wellbeing is not simply the absence of mental health problems. We know building children's confidence and self-esteem in a safe environment is vital to positive mental health and successful learning outcomes.

At our School we want all children to:

- Understand their emotions and experiences;
- Form and maintain friendships and relationships;
- Be able to express a range of emotions appropriately;
- Develop resilience and be able to cope with setbacks;
- Manage the stresses of everyday life and be able to deal with change as best they can;
- Learn and achieve.

We maintain a mentally healthy environment for pupils and staff by:

- Promoting our School rules and values through the Behaviour for learning policy, and encouraging a sense of belonging and community;
- Providing opportunities to develop self-worth;
- Valuing each pupil for who they are;
- Celebrating academic and non-academic achievements;
- Supporting our students to have their say and participate in decision-making through student voice meetings, tutor and lesson time;
- Raising awareness amongst staff about early warning signs and symptoms of mental health issues;
- Supporting staff who are struggling with their own mental health problems.

Staff Roles and Responsibilities

All teaching and non-teaching staff have a responsibility and important role in promoting and supporting the mental health and well being of children and each other. We understand some children will need additional help and we know all staff have a responsibility to look out for early warning signs to ensure children get the early intervention and support they need.

We recognise that many behaviours and emotional problems can be supported within the School environment, or with guidance from external professionals. We have links with mental health professionals and organisations that provide support with mental health needs to children and their families.

If a member of staff is concerned about the mental health and wellbeing of a pupil or other staff member, in the first instance they should speak to our Designated Mental Health Lead, DSL or a member of the engagement team or SLT.

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

If a child or staff member presents a medical emergency then relevant procedures must be followed, including involving the emergency services.

Promoting and Supporting Children's Positive Mental Health

Compass Learning Centre promotes positive mental health and we aim to prevent mental health problems through our developed range of activities and strategies including:

Class activities – certificates, points/ enrichment, reward

Transition programmes with sending or receiving secondary schools – this can be into and out of Compass if a dual registered student

Whole School initiatives – School Council / student voice meetings; challenges to promote healthy minds and information around School.

Through our whole-School PSHE/ lifeskills programme, we teach social and emotional skills to develop the children's confidence and resilience.

Identifying and supporting children with mental health needs

Our approach is to encourage and support children to express themselves and be listened to in a safe environment.

All staff have a responsibility to facilitate and support positive mental health. We aim to spot the early warning signs of mental health issues and to identify appropriate support for the children based on their needs. We involve parents and carers wherever possible and also the children themselves in the care and support they need in School.

We take a whole-community approach towards the mental health of our pupils. Our aim is to support the whole family if possible, but we recognise that we are teachers not mental health professionals. This means regular communication with parents explaining our concerns if appropriate and giving parents guidance about who they can talk to about their children's mental health problems. We involve parents and carers, advise parents to engage the services of mental health professionals if required, and work with professional partners and agencies where necessary.

Disclosures by children of mental health concerns

Compass recognises the importance of staff remaining calm, supportive and non-judgemental with children who disclose a concern. Staff should make it clear to the children that the concern will be shared with the Mental Health Lead to help them and get the support they need. Staff understand they need to listen, not advise.

Interventions and Support

All concerns are reported to the Mental Health Lead or other role promoted above and recorded. These staff will assess the level of need to ensure the child gets the appropriate support from within School or from an external health professional. We aim to put early interventions in place wherever possible and to prevent problems escalating.

Following an assessment by the Mental Health Lead or other staff member;

- a plan will be put in place setting out how the pupil will be supported;

- action needed to provide that support; and
- regular reviews to assess the effectiveness of the provision and changes made where necessary.

We have access to a range of specialist services, including CAMHS. However our first point of contact would be the Mental Health Support Team (MHST) We involve the children themselves and their parents or carers, and if appropriate put in place support for their friends/peers in School. We make every effort to support parents and carers to access services where appropriate.