



Student Wellbeing Policy

Policy Review

This policy will be reviewed in full by the Executive Management Group (EMG) and agreed by the Students and Standards (S&S) Committee on an annual basis.

Chief Executive Officer:

Teresa Tunnadine

Chair of Trustees:

Steve Eddy

Pastoral Leads:

Louise Ismail (The Compton School)

Esen Hussein (Southgate School)



Student Wellbeing Policy

1. Intent

The Middlesex Learning Trust is committed to supporting the mental health and wellbeing of our students and staff. This policy is a guide to all trust staff and outlines our approach to promoting student mental health and wellbeing.

2. Policy Aims

Within MLT schools, we will always:

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

3. 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. See **appendix 1** for a list of key staff at each trust school.

4. School Delivery

Key aspects of delivery will include:-

We will aim to promote a healthy environment by promoting positive mental health and emotional wellbeing by:

- Promoting and encouraging a **sense of belonging** within our school communities,
- Providing opportunities to develop a **sense of worth** and to reflect on personal behaviours,
- 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 for academic and non-academic achievements,
- 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 and **enabling staff to respond** to early warning signs of mental-ill health in students.

4.1 Teaching about Mental Health

Our PHSE/Pastoral Curriculum is developed to give students:

- the skills, knowledge, and understanding they need to keep themselves mentally and physically healthy including self-awareness and emotional regulation,
- the importance of being able to talk about feelings and emotions,
- Information about how to access support if they need it.

MLT schools regularly review and audit the school curriculum including their Pastoral Curriculum to ensure that:

- they meet the aims outlined in this policy,
- there is progressive and relevant lesson content about how students can maintain positive 'whole health'.

4.2 Support at School and in the Local Community

See **appendix 2** for school level details.

5. Signposting

MLT schools will ensure that all staff, students, and parents are aware of the support that's available in their schools for mental health. This will mainly be communicated via the website and the schools' newsletters.

6. Managing Disclosures about Mental Health Needs

- 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 MLT's Safeguarding and Child Protection Policy.
- If a student discloses concerns about themselves or a friend, staff will respond in a calm, supportive, and non-judgemental manner.
- If it is 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 (unless the concerns are of a safeguarding nature in which case the safeguarding protocols will be followed).

7. Working with parents

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, schools will:

- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school and beyond, should more specialist services be required
- Ensure that parents are aware of who to talk to if they have any concerns about their child and support them in accessing this resource if necessary
- Give parents guidance about how they can support their child's/children's positive mental health

8. Working with other agencies and support networks

As part of our whole school approach, schools work with other agencies to support our students' emotional health and wellbeing. This might include liaising with:

- Social Care
- Educational Psychologist
- The School Nursing Service
- CAMHS
- Counselling or therapy services
- Family and or Behavioural support workers.

9. Training

MLT Schools need to ensure that staff will:-

- receive regular awareness 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 which is a requirement to keep children safe.
- be made aware of how to recognise warning signs of common mental health problems so that they will be able to offer help and support to students who need it, when they need it.
- take warning signs seriously and communicate their concerns with the Designated Safeguarding Lead as appropriate.
- Have access to all relevant information on the school's website so they can learn more about child mental health.

Schools should consider what additional training opportunities are needed for staff throughout the academic year where it becomes appropriate to do so due to developing situations with individual or groups of students.

10. Monitoring

Schools will use the following methods to monitor the delivery of the policy and report these back to the Central Team through the Executive Management Group (EMG):

- Feedback from staff, students and parents via surveys and other opportunities such as consultation groups
- Learning Walks and observations to monitor the quality of the Pastoral Curriculum content and delivery
- Staff feedback on the quality of training.

11. Review Process

This policy will be reviewed by EMG as and when there are any legal changes or any changes to guidance

12. Links to other trust policies

Safeguarding Policy
Positive Behaviour Policy
Curriculum Policy
RHSE Policy

Appendix 1 – Key Staff

At The Compton School these are:

- Our Designated Safeguarding Leads: Louise Ismail, Jonathan McDonnell and Sophie Bailey

Pastoral Staff: Key Stage Leaders and Year Managers and Pastoral Leaders

- SENDCO: Adan McDonnell

At Southgate School these are:

- Our Designated Safeguarding Leads: Esen Hussein, Liz Gabrel and Susan Willoughby

Pastoral Staff: Heads of Year

- SENDCO: Liz Gabrel

Appendix 2 – Support in school and in the local community

The Compton School

We have a range of support available in school for any students struggling, as listed below:

Form Tutors, Year Managers, Pastoral Leaders, Key Stage Leaders-many of whom are Mental Health First Aid trained-and all based in Student Services-

Welfare Officer –Mental Health First Aid trained-based in Student Services

CAMHS worker offering tier 1 and 2 support to students and families in school-referral based

Barnet Impact counsellor offering 1:1 support for students and families in school-referral based

Educational Psychologist who will assess needs-referral based

School Nurse offering monthly drop-in service

Peer Mentors trained by CAMHS and offering weekly support to target group

0-19 Children and Young Persons' Wellbeing Programme-offering support and guidance to families at school or home-accessed through Social Care referral

Kooth online counselling and support service-all students made aware via Pastoral Curriculum

BYCAS-Barnet Young Carers-accessed via Welfare Officer and providing support and activities in and out of school

Grief Encounter accessed via Year Manager/Pastoral leader and offering specific bereavement counselling

YPDAS-Young Peoples' Drug and Alcohol accessed via Year Manager/Pastoral Leader and providing 1:1 support and guidance

Stress Buster support delivered by CAMHS worker to targeted groups

Wellbeing and Mindfulness after-school drop in clubs

Mosaic LGBTQ+ support group accessed via self-referral

Raphael House drop in centre offering support and guidance for emotional health and wellbeing-all ages

Southgate School

We have a range of support available in school for any students struggling, as listed below:

Form Tutors, Head of Years, Pastoral Support Officers, Student Support Centre

School Counsellor

Educational Psychologist who will assess needs-referral based

CAMHS support via referral from Pastoral Team

DAZU support via referral from Pastoral Team

IAPT support via referral from Pastoral Team

Peer Mentors offering weekly support to target group

Kooth online counselling and support service-all students made aware via Pastoral Curriculum

Grief Encounter accessed via Pastoral Team and offering specific bereavement counselling

COMPASS -Young Peoples' Drug and Alcohol accessed via Pastoral Team and providing 1:1 support and guidance

Student Support Centre offering drop-in sessions during break and lunchtimes

Wellbeing, Mindfulness, Stress and Anxiety sessions in the Student Support Centre

Be Well Zones offering support and signpost to additional services

Welfare Officer