LANDAU FORTE COLLEGE DERBY

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1. Aims

At Landau-Forte we are committed to supporting the mental health and wellbeing of our students, parents, carers, staff and other stakeholders. This policy focuses on students' mental health and wellbeing. We recognise the important role we have in modelling good emotional wellbeing and mental health, spotting signs of any deteriorating mental health and signposting or making onward referral to more targeted or specialist services for our students.

This policy aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all students across our school
- Provide guidance to staff on their role in supporting students' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which students feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform students and their parents/carers about the support they can expect from our school in respect of students' mental health and wellbeing, and provide them with access to resources

This policy should be read alongside the following other policies.

- Child protection and safeguarding policy
- Individual Needs policy
- Behaviour policy
- Anti-bullying policy

2. Legislation and guidance

This policy was written with regard to:

- The Equality Act 2010
- The Data Protection Act 2018
- Articles 3 and 23 of the UN Convention on the Rights of the Child

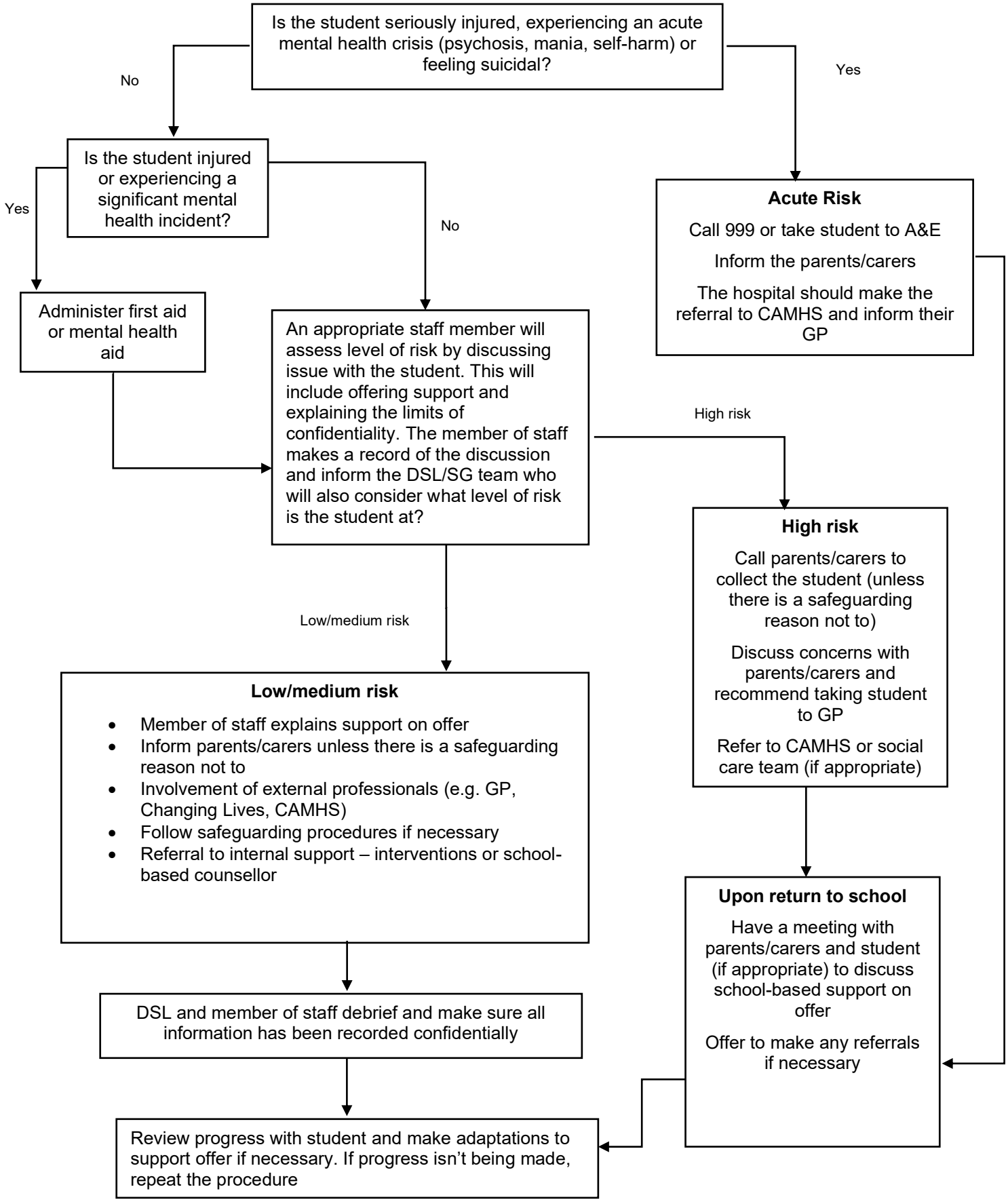
3. Roles and responsibilities

Though we do not play a role in diagnosing mental health, we are very well placed to supporting mental health and wellbeing. All staff are responsible for promoting positive mental health and wellbeing across our school. All staff are responsible for being alert to student's wellbeing and being able to identify any risk factors or indications of concern. All staff are aware that having a mental health difficulty is not always a safeguarding issue but that any concern should be referred to the safeguarding team. The safeguarding team track and monitor the referrals to consider the right thresholds of support for students and the pastoral and safeguarding team liaise with the right professionals involved with student care.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Alison Brannick, Principal
- Laura Percival, Assistant Principal and Designated Safeguarding Lead
- Robyn Bibby, Senior Deputy Designated Safeguarding Lead and Mental Health Lead
- The College Counsellor

4. Procedure to follow in a case of acute mental health crisis



5. Warning signs

All staff will be on the lookout for signs that a student's mental health is deteriorating. Some warning signs include:

- Changes in:
    - Mood or energy level
    - Eating or sleeping patterns
    - Attitude in lessons or academic attainment
    - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

6. Managing disclosures

If a student makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring. Staff can call upon their annual training on how to manage disclosures.

Staff will focus on the student's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will promptly record all concerns using CPOMS or if not able to access CPOMS via the Safeguarding Concerns form. The Safeguarding Concerns form must be passed directly to the Designated Safeguarding Lead (DSL) or one of their deputies. The recording of concerns must be done as soon as possible and by the end of the day at the latest.

If a student is at imminent risk of harm speak immediately and directly to the Designated Safeguarding Lead (DSL) or one of the deputies.

7. Confidentiality

Staff will not promise a student that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

Staff should always share disclosures with the safeguarding team. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a student with a third party, the member of staff will discuss it with the student and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the student to share their information, but the safety of the student will always come first.

Parents/carers will be informed unless there is concern this will increase the risk to the student. The DSL and deputies will make this judgement. If this is the case, the child protection and safeguarding policy will be followed.

Process for managing confidentiality around disclosures

1. Student makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with the DSL
4. Staff will attempt to get the student's consent to share – if no consent is given, explain to the student who the information will be shared with and why
5. Member of staff will record the disclosure and share the information with the DSL
6. School will inform the parent/carer (if appropriate)
7. School will consider alongside the parent/carer (where appropriate) ongoing signposting or referral
8. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

8. Supporting students

8.1 Baseline support for all students

As part of our school's commitment to promoting positive mental health and wellbeing for all students, our school offers support to all students by:

- Raising awareness of mental health during gatherings, tutor time, core curriculum and mental health awareness days
- Signposting all students to sources of online support on our school website and via posters around school
- Having open discussions about mental health and wellbeing
- Providing students with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
- Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing
- Offering pastoral support, e.g. through the students Personal Tutor, Head and Deputy Head of Year

8.2 Assessing what further support is needed

If a student is identified as having a mental health need, we will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.

We will consider: what the student's mental health needs are and how they present; what support they might need putting in place; any further referral or signposting to additional support and review with the student and parent/carers and any service provider the how effective the support on offer has been.

We use an internal system to monitor each referral which consider the severity and frequency of concerns in order to aid us in making the right assessment of support.

Internal Threshold	**Nature of concern**	**Possible outcome/Intervention**
1	Low risk	Pastoral support check-in Signposting to Kooth, Shout, Derby Mental Health line
2	Low/Medium risk - Emerging need or repeated concern	Targeted input • Regular pastoral check-ins • Art therapy • Love for Life • Compass Changing Lives • Al Hurraya Mentoring • Bridge the Gap • School Health Nurse • Signposting GP
3	High risk - Increasing concern	Specialist input • Counselling (internal and external) • First Steps • We Matter • SV2 • Creative Mentoring • CAMHS • GP
4	Crisis / acute mental health	Emergency input / Crisis input • Use of 999 or access/referral to A and E dept • CAMHS Crisis

8.3 Internal mental health interventions

Where appropriate, a student will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school can include:

- Pastoral support
- Counselling
- School Health Nurse
- Art Therapy

8.4 Making external referrals

If a student's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support. As previously described, depending on the level of concern the school will access a wide range of external partners who specialise in mental health. If the student had reached crisis or was experiencing an period of acute poor mental health then school would seek to make or support an urgent referral.

A student could be referred to:

- Their GP
- Changing Lives
- CAMHS
- Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth)
- Local counselling services, for example Vita Health

9. Supporting and collaborating with parents/carers

We will work with parents/carers to support students' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the student's confidential record.

10. Supporting peers

Watching a friend experience poor mental health can be very challenging for students. Students may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all students impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

11. Signposting

Sources of support are displayed around our school and linked to on our school website, so students and parents/carers are aware of how they can get help.

Staff will be available to provide further information to students and parents/carers if they want to learn more about what support is available.

12. Whole school approach to promoting mental health awareness

We have developed a range of strategies and approaches such as:

- Student-led activities to raise awareness of mental health
- Mental health and wellbeing focus in core curriculum
- Providing a safe environment to enable students to express themselves and feel listened to
- Campaigns and gatherings to raise awareness of mental health, such as World Mental Health day or Kindness week (whole school focus on positive messages to make us feel good) or a focused gathering to support periods of stress such as exams or in response to world or local events that may cause concern
- A mobile phone free environment
- Displays and information around school about positive mental health and where to go for help and support
- Support for children, staff, parents/carers is signposted on the College website
- An extensive programme of after-school opportunities and enrichment activities is available for students of all ages
- The staff CPD programme includes sessions on mental health and wellbeing
- Surveys conducted to assess and monitor mental health and wellbeing
- Small group activities, such as
    - Social Skills delivered by Individual Needs staff to help SEND students learn personal, social, emotional, communication and problem solving skills
    - Anxiety Groups delivered to teach coping strategies and techniques
    - Targeted groups delivered by external agencies

Our core curriculum is developed to give students the skills, knowledge, and understanding they need to keep themselves emotionally healthy including building emotional resilience. The curriculum content is regularly reviewed to ensure it that it meets the aims outlined in this policy

We seek to create a positive atmosphere around mental health by normalising the ups and downs of emotional wellbeing, particularly during adolescence and creating ongoing opportunities to discuss mental health in school. This open approach to discussion reduces stigma and encourages students to disclose any concerns about themselves or their peers.

13. Training

All staff will be offered training so they:

- Have a good understanding of what students' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a student in need of help

14. Support for staff

We recognise that supporting a student experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Treat mental health concerns seriously
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer all employees the option to join our Westfield Health Scheme

15. Monitoring arrangements

This policy will be reviewed by annually. At every review, the policy will be approved by the Principal.