



# ASPIRE: Lifeskills Learning Centre

## MENTAL HEALTH AND WELL-BEING POLICY

### OBJECTIVE AND AIMS

To ensure the mental well-being of all students and staff by outlining the proactive and reactive measure in place within the Learning Centre. This policy is to be read in conjunction with the Mental Health and Well-Being Policy for Students and the Medical Conditions Policy.

### RATIONALE

Schools are no longer merely places of academic learning – they have to be concerned with the welfare of the whole child. Mental health and well-being is at the core of this. There is a wealth of evidence available demonstrating that poor mental health has a dramatic effect on the learning of students. Good mental health leads to improved learning, which leads to improved results for students and schools. Mental health issues are becoming more prevalent in schools and support can be limited.

Mental health and emotional issues often develop during adolescence or early adulthood. Over half of mental ill health starts by age 15 and 75% develop by age 18. 10% of children and young people aged 5-16 suffer from a diagnosable mental health disorder.

Over the past 20 years the importance of improving the physical, mental and emotional health and well-being of children and young people has been a strong theme of successive government policy. In January 2017 the Government published its response to the 2016 report, “The Five Year Forward View for Mental Health”, addressing key recommendations made by the independent Mental Health Taskforce. This response included a strong focus on early intervention and prevention of mental ill health in young people.

Key policy, legislation and government strategies, which have shaped young people’s mental health and care services in England include:

**The Five Year Forward View for Mental Health (Feb 2016)**

[www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf](http://www.england.nhs.uk/wp-content/uploads/2016/02/Mental-Health-Taskforce-FYFV-final.pdf)

**The Mental Health of Children and Young People in England (2016)**

[www.gov.uk/government/publications/improving-the-mental-health-of-children-and-young-people](http://www.gov.uk/government/publications/improving-the-mental-health-of-children-and-young-people)

**Keeping Children Safe in Education (2016)**

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/300309/LCSIE\\_gdnc\\_FINAL.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/300309/LCSIE_gdnc_FINAL.pdf)

**Mental Health and Behaviour in Schools (2016), Department for Education**

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/508847/Mental Health and Behaviour - advice for Schools 160316.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/508847/Mental_Health_and_Behaviour_-_advice_for_Schools_160316.pdf)

**Future in Mind report (2015)**

[www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414024/Childrens Mental Health.pdf](http://www.gov.uk/government/uploads/system/uploads/attachment_data/file/414024/Childrens_Mental_Health.pdf)

**‘Promoting children’s and young people’s emotional health and well-being – a whole school and college approach’ (Public Health England and the Children and Young People’s Mental Health Coalition, March 2015)**

ASPIRE: Lifeskills Learning Centre recognises that many individuals with autism have difficulties with social concepts and communications particularly around social relationships and this can create considerable insecurity, low self-esteem and lack of self-confidence on a daily basis often leading to depression, ill health and behaviours of concern. In turn this can lead to high levels of stress and anxiety and have a profound effect on their social, emotional, physical, environmental, spiritual and mental well-being. Some siblings and parents, too, suffer from being in a very stressful environment, unable to socialise because of the difficulties at home, and this can result in family breakdown.

## OBJECTIVES

The core intentions of this policy are:

- To ensure the mental well-being of all students and staff at ASPIRE: Lifeskills Learning Centre
- To ensure that all staff are clear as to their responsibilities in ensuring the well-being of all young people. They understand the contributions they make and know how to make positive contributions.
- By outlining support paths and roles, staff know what support and guidance is available and how to access it.
- To ensure coordination across the Learning Centre – setting out procedures ensures that everyone is aware of their role and how it links to others.
- To reduce the stigma of mental health issues, by openly discussing them.
- To list/put in place activities that promote good mental health and well being (both proactive and reactive measures).

- The Children Act 1989 aimed to ensure that the welfare of the child was paramount, working in partnership with parents to protect the child from harm ([http://www.careandthelaw.org.uk/eng/b\\_section2](http://www.careandthelaw.org.uk/eng/b_section2)) . All intentions of this policy endorse that aim as we endeavour to maintain students' mental and emotional well being.
- Section 19 of the Children and Families Act 2014 makes clear that local authorities, in carrying out their functions under the Act in relation to disabled children and young people, and those with special educational needs (SEN), must have regard to:
  1. The views, wishes and feelings of the young person, and their parents.
  2. The importance of the young person and their parents participating as fully as possible in decisions, and being provided with the information and support necessary to enable participation in those decisions.
  3. The need to support the young person and their parents in order to facilitate the development of the child or young person and to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

(<http://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>)

## WHAT IS CONSIDERED GOOD MENTAL HEALTH?

Emotional and mental health refers to our overall psychological well being. It includes the way we feel about ourselves, the quality of our relationships, our ability to manage feelings and deal with difficulties, and how much meaning and joy we derive from life.

Good mental health isn't just the absence of mental health problems such as depression or anxiety. Rather, it's the presence of positive characteristics, such as being able to cope with life's challenges, handle stress, build strong relationships, and recover from setbacks.

*'Mental well-being describes your mental state – how you are feeling and how well you can cope with day-to-day life. Our mental well-being can change, from day to day, month to month or year to year.'*

*If you have good mental well-being (or good mental health), you can:*

- *Feel relatively confident in yourself – you value and accept yourself and judge yourself on realistic and reasonable standards*
- *Feel and express a range of emotions*
- *Feel engaged with the world around you – you can build and maintain positive relationships with other people and feel you can contribute to the community you live in*
- *Live and work productively*

*Cope with the stresses of daily life and manage times of change and uncertainty'*

(Mind, the mental health charity [www.mind.org.uk](http://www.mind.org.uk))

*'Children who are mentally healthy have the ability to:*

- *Develop psychologically, emotionally, intellectually and spiritually;*
- *Initiate, develop and sustain mutually satisfying personal relationships;*

- *Use and enjoy solitude;*
- *Become aware of others and empathise with them;*
- *Play and learn;*
- *Develop a sense of right and wrong; and*
- *Resolve (face) problems and setbacks and learn from them.'*

(DfE guidance Mental Health and Behaviour in Schools: Departmental advice for School Staff, March 2016)

## MENTAL HEALTH ISSUES

By openly discussing mental health it stops being a taboo subject. It should be as normal as discussing a physical illness. Mental health is not a taboo subject within ASPIRE: Lifeskills Learning Centre. No student or staff member will be subject to any form of social stigma if they are suffering from a mental health issue.

It can sometimes be difficult to tell whether a young person is developing a mental health issue or simply going through normal changes. This is because young people are changing rapidly already, so some of the changes seen in mental health issues may go unnoticed. Many symptoms of mental illness are similar to aspects of normal adolescent development. For example, many young people become more secretive as they develop their independence. Secrecy however may also indicate that they are using alcohol or drugs, self-harming or struggling with food; or it may indicate paranoia, which can be a symptom of psychosis.

Considering functioning is a helpful way to distinguish between symptoms of mental health issues and normal changes. If the young person is struggling with school, avoiding social contact or no longer enjoying things they used to enjoy, it is likely that there is a mental health issue.

Some risk factors to developing mental health issues include:

- Hormonal changes which make the young person more prone to extremes of emotion, anxiety and depression.
- Concerns about appearance which may lead to depression, anxiety, excessive dieting

Mental health problems can affect anyone regardless of their age, gender, ethnicity or social group. The most common forms of mental ill health are anxiety, depression, phobic anxiety disorders and obsessive compulsive disorders. For individuals with autism mental health problems are more common than the general population mainly due to the everyday demands put upon them which in turn creates daily stress.

The Health and Safety Executive (HSE) define stress as "the adverse reaction people have to excessive pressures or other types of demand placed on them". There are many factors, both inside and outside of the workplace, which can lead to stress.

ASPIRE: Lifeskills Learning Centre recognises and is proactive in its duties under health and safety law to assess and take measures to control risks from work-related stress for its employees by promoting good working practices such as health & safety awareness, access to occupational health, supervisions and various training opportunities for health and wellbeing awareness. Our students' health and wellbeing is supported through individual support plans, personalised programmes, open communication with families, and close working relationships with external

agencies. ASPIRE's holistic approach focuses on the wellbeing and happiness of each student and staff member – implementing stress-reduction measures, encouraging positive interactions and recognising the importance of health and exercise for wellbeing.

At ASPIRE: Lifeskills Learning Centre we follow the Youth Mental Health First Aid action plan. This plan has five basic steps: ALGEE.

A – approach the person, assess and assist with any crisis

L – listen and communicate non-judgementally

G – give support and information

E – encourage the young person to get appropriate professional help

E – encourage other supports.

Youth Mental Health First Aid is the help given to a young person experiencing a mental health issue before professional help is obtained. The aims of Youth MHFA are:

1. To preserve life where a young person may be a danger to themselves or others.
2. To provide help to prevent the emotional or mental health issue developing into a more serious state
3. To promote the recovery of good mental health
4. To provide comfort to a young person experiencing a mental health issue
5. To raise awareness of mental health issues in the community.
6. To reduce stigma and discrimination.

## OUR APPROACH

At ASPIRE: Lifeskills Learning Centre we follow a whole school approach to Mental Health and Wellbeing. Our Wellbeing Pathway describes the process we undertake in order to most effectively support any young person who may have emotional or mental health needs. By addressing each stage of the pathway we can work to ensure that:

- Students learn in an environment that supports their emotional and mental health and in which they can thrive.
- Staff have knowledge and awareness and there are systems to help identify those in need.
- Students identified as needing support are assessed to establish their specific emotional and mental health needs.
- The interventions provided are evidence-based and suitably matched to the students' specific need.
- The effectiveness of the intervention is reviewed against specific success criteria and next steps identified.
- Progress and developments are celebrated, reinforcing a positive learning centre culture.

## THE ASPIRE WELLBEING PATHWAY

Promote

.....a universal whole school ethos and environment that supports the emotional and mental health of every student.

Identify

.....individual young people who may need support around emotional and mental health.

Assess

....a student's specific needs in order to provide the most appropriate intervention.

Provide

...evidence-based quality interventions, both universal and targeted, matched to student's specific needs.

Review

....how the provision is meeting the student's needs, and identify the next steps.

Celebrate

...effort and success: reflect on and value the positives

## Promote

The Leadership and Management team at ASPIRE supports and champions efforts to promote emotional health and wellbeing through:

1. Working with parents/carers
2. Identifying need and monitoring impact of interventions
3. Staff development to support their own wellbeing and that of students.
4. Enabling student voice to influence decisions.
5. Curriculum teaching and learning to promote resilience
6. An ethos and environment that promotes respect and values diversity.
7. Targeted support and appropriate referral.

At ASPIRE we promote emotional literacy (the ability to recognise, understand, handle and appropriately express emotions) throughout the school day, encouraging our young people to identify the feelings they are experiencing, link these feelings to thoughts and actions, reflect on the impact of these on others; and develop a range of strategies to manage situations that overwhelm. Students are encouraged to share their feelings, through 1:1 discussion with trusted adults, writing in journals, drawing pictures or posting concerns in a worry box. Our feelings wall supports awareness of emotions in self and others. Staff support each student to reflect using Zones of Regulation and each young person has a range of strategies to support them to remain in the 'calm, alert' state.

At ASPIRE we promote student participation. Participation is not a one-off, event-based undertaking or an end-in-itself but an overarching principle which builds a meaningful, effective and ongoing dialogue between students and staff. Student's experience of participation is monitored and structural and systemic barriers are identified and tackled, for instance by challenging negative views which devalue young people's voices. For young people, knowing that they have the right to be heard in decisions which affect them boosts not only their sense of security but also their self-confidence. This opens the way to developing and applying the skills, language and concepts that empower them to claim their rights and to advocate for the rights of young people everywhere.

At ASPIRE we promote the importance of Personal, Social, Emotional and Health Education. PSHE education helps students to develop the knowledge, skills and attributes they need to manage many of the critical opportunities, challenges and responsibilities they will face as they grow up and in adulthood. By teaching students to stay safe and healthy, and by building self-esteem, resilience and empathy, an effective PSHE programme can tackle barriers to learning, raise aspirations, and improve the life chances of the most vulnerable and disadvantaged young people. There is evidence to show that PSHE can address teenage pregnancy, substance misuse, unhealthy eating, lack of physical activity, and emotional health. The skills and attributes developed through PSHE are also shown to increase academic attainment and attendance rates,

particularly among pupils eligible for free school meals, as well as improving employability and boosting social mobility. (as cited on the PSHE Association website).

<https://www.pshe-association.org.uk/curriculum-and-resources/curriculum>

At ASPIRE we promote a healthy environment. Every young person should experience the world beyond the classroom as an essential part of learning and personal development, whatever their age, ability or circumstances. Learning outside the classroom is defined as: **“the use of places other than the classroom for teaching and learning.”** The rationale is that such learning often makes **“the most memorable learning experiences”** and **“help us to make sense of the world around us by making links between feelings and learning. They stay with us into adulthood and affect our behaviour, lifestyle and work. They influence our values and the decisions we make. They allow us to transfer learning experienced outside to the classroom and vice versa.”** At ASPIRE we encourage students to access our Forest School site, and to make use of the local environment and its amenities to broaden and consolidate experiences and learning.

At ASPIRE we highly value our staff team and promote staff mental health and wellbeing through staff supervision and staff mentoring sessions. SLT are available in an afternoon, to support staff about any issues of concern to them in their personal lives.

## Identify

The ASPIRE staff team support the identification of students who may be at risk of poor emotional or mental health and work to identify current issues that may be affecting emotional wellbeing.

Early intervention is essential in supporting a child to cope, preventing escalation and the need for more serious intervention. Our approach at ASPIRE is to assess each young person’s level of risk and protective factors before their behaviour indicates that they might have an issues. Using this approach it is important to recognise that the presence of any one risk factor does not mean that the young person is going to develop an emotional or mental health problem. However, two or more combined is likely to increase the risk.

At ASPIRE we recognise the importance of working with parents to identify students’ emotional and mental health needs. Often parents are acutely aware of the difficulties they and their children are experiencing yet do not raise this with schools. The evidence indicates that, while parents are well-placed to recognise risks they need to feel confident that they can approach school staff and will be actively listened to by professionals before a situation reaches crisis point.

At ASPIRE we believe that our students should have the confidence, knowledge and skills to ask for help themselves – methods such as worry boxes, building relationships of trust with key workers, and time in PSD lessons to explicitly teach about emotional and mental wellbeing (and what to do when feeling worried or scared). We understand the challenges young people with autism face when identifying their own and other’s emotions; and work with the Zones of Regulation approach to support each young person with this.

At ASPIRE we recognise the importance of skilling up our staff team to identify signs that a young person may be struggling emotionally or mentally. Possible symptoms which can be used by staff to start a conversation about what they might be noticing include:

- Mood changes
- Intense feelings
- Behaviour changes
- Difficulty concentrating
- Unexplained weight loss
- Physical symptoms
- Physical harm
- Substance abuse

ASPIRE also works to identify resilience factors which can be developed to support each young person, their family, the Learning Centre and the community, as a preventative measure.

## Assess

At ASPIRE we follow rigorous processes to measure and monitor young people's mental wellbeing.

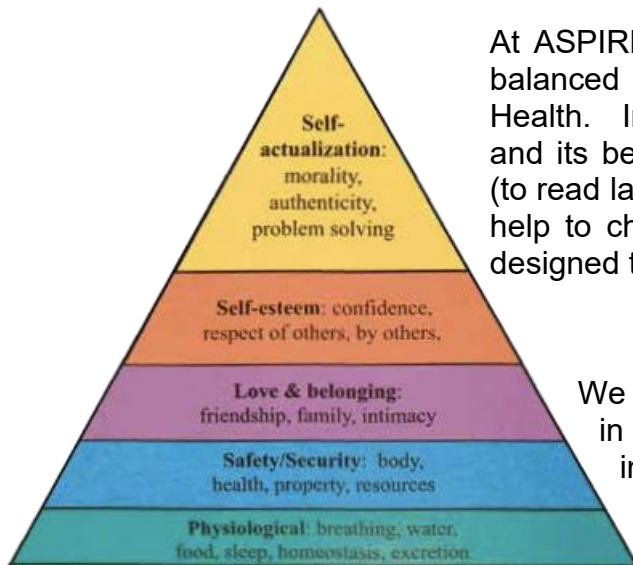
There are a range of tools/measures/practices available to assess students' specific needs. At ASPIRE: Lifeskills Learning Centre we use the Boxall Profile – an observational tool that focuses on identifying developmental needs and the level of skills they possess to access learning.

Staff and students are encouraged to complete an anonymous wellbeing questionnaire twice yearly, which informs our School Improvement Plan and the development of processes, programmes and strategies to support wellbeing across the Learning Centre.

Close and effective communication between home and the Learning Centre enables us to effectively assess each young person's emotional wellbeing daily based on shared information and the likely impact of events in each young person's life. The Zones of Regulation programme enables us to support each young person to develop their awareness of their emotional state throughout the school day, and what they need to do to return to the 'just right' state. Each young person has a programme of therapeutic interventions supported by our Specialist Speech and Language Therapist and Occupational Therapist, following detailed assessment of their needs in these areas. This process ensures that

## Provide

Maslow (1954) suggested that different needs have different priorities and that lower order needs take precedence over higher order needs. If the lower order needs are not met the theory is that this is a major barrier to learning and development of children and young people. In summary, the principle is that individuals will not achieve the higher order needs until the lower level needs have been met.



At ASPIRE we understand the role that healthy eating and a balanced diet play in our Emotional Wellbeing and Mental Health. Increasing our students' knowledge (food and drink and its benefits, a balanced diet and portion sizes) and skills (to read labels, make healthier choices and cook safely) can all help to change behaviour; and our lifeskills programmes are designed to support this work.

We also recognise that physical activity, and involvement in sport and outdoor activity can play an important role in supporting Emotional Wellbeing and Mental Health. Physical activity is integrated into each young person's individual programme in a way that suits them best e.g. group swimming, individual gym

programmes, walks with the therapy dog, table tennis and table football; movement breaks within lessons.

Many of our young people experience poor sleep patterns and we recognise the impact lack of sleep can have on attendance and ability to engage with learning; as well as on emotional and mental wellbeing. At ASPIRE we work closely with families to support with sleep issues, and use a range of therapeutic interventions to enable our young people to maintain a 'just right' state wherever possible.

At ASPIRE we ensure that every student has a safe space to go to when feeling overwhelmed, and we strive to ensure that all students and staff feel safe at all times – checking this through our wellbeing feedback forms and through daily check-ins with students. Individual safe spaces are designed and adapted to meet individual needs e.g. dens under desks, sensory spaces; and visuals support students to communicate when they need time out on their own. As well as a safe space to go to we ensure that each young person has a trusted adult they feel able to talk to about any concerns or issues. For most students this would be their key worker. For some it may be time with an allocated mentor. Our staff team are also supported to ensure they have time to talk – all staff have supervision sessions termly, including wellbeing supervision; and there are half termly mentor meetings to support staff with any work-related issues. The staff team are also encouraged to attend our weekly chill café where they can talk about any issues or concerns related to themselves, in a safe and confidential manner. In our day-to-day working practice our SLT team make themselves available to any member of staff needing time to talk.

Providing opportunities for our students to develop their relationships and social skills is a key focus for us at ASPIRE. Structured group sessions designed by the Specialist Speech and Language Therapist focus around Social Thinking. Skills taught in these sessions are supported to develop throughout the school week, across all activities. PSHE and PSD programmes are designed to address issues experienced by our cohort of students, as well as addressing the required topics such as SRE (sexuality and relationships education) – but delivered in a way that suits each individual student's needs and learning style.

At ASPIRE we focus on raising self-esteem and confidence, and building resilience - to help our young people to reach their full potential in life. In a safe, non-threatening environment, with

trusted staff members, we encourage them to express and communicate their feelings, to discuss the challenges they experience; and to identify and develop their strengths and skillset through their individualised programmes and plans for the future. Our person-centred approach ensures that we keep the individual student at the forefront of all that we do.

Meta-cognition and self-regulation approaches (learning how to learn) aim to help our students to think about their own learning – teaching them specific strategies to set goal and to monitor and evaluate their own academic and holistic development. Our Forest School plays a large part in the process of offering opportunities to succeed, and to develop confidence, resilience and self-esteem through hands-on learning experiences in the woodland environment.

Research shows that learning outside the classroom is more memorable and more engaging, and it can have a much greater impact on students than sitting at their desks to learn. Wherever possible we strive to offer learning opportunities in our local community, such as setting up and running a market stall to practice social communication skills and to develop competency with handling money and calculating change.

Many of our young people are accessing courses working towards examinations and accreditations. At ASPIRE we recognise the detrimental effect that the stress of exams and revision can have on young people. It is our aim to ensure that students are supported to understand how to revise, to organise their revision time, to have repeated opportunities to practice exam papers; and to understand the process on exam days – including all access arrangements. By providing this support we can do our utmost to minimise the stress and anxiety related to examinations for our young people. Further advice and support for students accessing exams can be found on the Childline and YoungMinds websites:

<https://www.childline.org.uk/info-advice/school-college-and-work/school-college/exam-stress/>  
(Childline)

<https://youngminds.org.uk/find-help/feelings-and-symptoms/exam-stress/> (Young Minds)

## Review

Provision for any one pupil could take a range of forms: it may be universal, class room based, one to one, ongoing, time limited, intensive, involving many professionals and agencies – no one size fits all. Whatever the approach, it is easier to measure its effectiveness when we are clear about what we want to achieve and have developed some clearly defined success criteria by which to measure it.

At ASPIRE we use a range of questions to help us to reflect and review how effectively the current provision is meeting our students' needs.

- How does the learning Centre environment and ethos support the student's emotional wellbeing and mental health?
- What day to day systems are in place for this student?

- . What interventions has this student been accessing?
- . How has the Learning Centre identified that this student needs extra support/interventions? (For example observation, disclosure, behaviour, grades, attendance, family situation etc.)
- . Have we spoken to the student/parent/carer to find out their views?
- . Have we spoken to other services or agencies? (For example Social Care, Educational Psychologist, CAMHS etc.) Does a referral need to be made?
- . Does the learning Centre require training to meet the needs of the student? (For example e-learning or external provider/ cpd.)
- . What information has been used to provide a holistic view of the student's needs? (Academic attainment, teacher assessment, observations, friendships, other agencies, parents/carers, pupil voice, family situation, medical history etc.)
- . Has there been a personalised approach to find out what the student needs?
- . Is it suitable to use an evidence based tool to assess the student's needs? (For example Boxall Profile, Strengths and Difficulties Questionnaire.)
- . What are we trying to achieve? What are your goals? Have they been set with the student/parent/carer? Are they realistic?
- .
  - Who is delivering the intervention/support? Are they trained/the right person? Do they feel confident/ equipped? Have we set a review date?
  - How are some of the principles/strategies transferred consistently to the learning environment? How do we know?
- . Have the goals set been achieved? How do we know? (For example revisit the assessment tool.)
- .
  - What is/are the student's/parent/carer's view/ views of the provision provided?
  - What was effective, what could be improved?
  - What are the students needs now?
  - What are the next steps? (Referral to more specialist services e.g. CAMHS, Educational Psychologist, Staff training/CPD.)

## Celebrate

### Why celebrate?

In the current climate of time and workload pressures in schools, it can often be too easy to finish one project or intervention and dive headlong into the next.

If we are not careful, this 'endless treadmill' can take the joy out of life and leave us feeling at the least unmotivated and at the worst stressed and burnt out, affecting not just the quality of our work but our own emotional and mental health also. It is important to build in time, where we can take a breath, reflect and celebrate our achievements - which, when we really think about it, far outweigh our disappointments! This way, celebration becomes part of our whole Learning Centre ethos that in turn promotes emotional and mental health.

It's also important to spend time with students in receipt of interventions, not just measuring progress but also celebrating the positive impact on the young person – raising their awareness of how life, learning or relationships have improved for the better. This approach can re-enforce essential resilience factors by:

- helping them to recognise and value their experience of success and achievement
- developing their capacity to reflect
- developing problem solving skills and a positive attitude.
- strengthening their experience of self-efficacy by valuing their participation

### ATTENDANCE AND MENTAL HEALTH

At ASPIRE: Lifeskills Learning Centre we recognise the significant impact that mental health can have on school attendance. Young people with autism are often prone to periods of erratic attendance and possible prolonged periods of absence from school as a result of poor mental health. It can be extremely challenging for some students to maintain the expected 95% attendance rate.

Any mental health issue that has a drastic effect on a young person's ability to engage in day-to-day activities is defined as a disability and is therefore protected under the Equality Act (2010). Attendance at school is highly likely to be affected by an individual's mental health and is therefore an area that we at ASPIRE highlight as requiring reasonable adjustment in order to avoid disadvantage. This means that we don't judge or punish but rather support our young people and their family to get the early help - medical care and attention - they need in order to return to good mental health as soon as possible. Our attendance data demonstrates that once a student has achieved stability in their mental health their school attendance also improves.

## THE ROLE OF THE HEAD TEACHER

The Head teacher has overall responsibility for:

- The policy and its implementation
- Monitoring progress and liaising with the Local Authority and external agencies.
- Being the first point of contact for family/young person concerned.

## THE ROLE OF THE LOCAL AUTHORITY

To advise and support staff, consult on the appropriate referral pathways

## THE ROLE OF SLT

To ensure the policy is implemented as an active document.

*This includes:*

- Reflecting on its effectiveness in practice.
- Utilising the expertise within the Learning Centre and sharing responsibilities.
- Developing mental health training and understanding of wider issues across the staff team.
- Establishing and co-ordinating links with external agencies.

*NB: It is important that all staff feel confident in delivering support for students, supporting each other and implementing this policy. To this end the majority of the ASPIRE staff team have taken part in the two day Youth Mental Health First Aid course run by MHFA England.*

## KEY STAFF

Mental Health Lead: Ally Wand

Pastoral Lead for Emotional Wellbeing: Alice Dolton

Designated Safeguarding Lead: Viv Boulton, Steve Parkinson, Lee Venning, Louise Headley

## THE ROLE OF THE STAFF TEAM

Proactively promote a safe and supportive culture within the Learning Centre, adhering to the procedures and standards of this policy, being accountable for their own learning and development and taking reasonable steps to promote their own wellbeing.

## THE ROLE OF PARENTS/CARERS

To maintain close working relationships with the Learning Centre staff team, ensuring that any issues or concerns regarding their child's mental health and emotional wellbeing are shared in a timely manner – enabling support and intervention to take place as soon as possible.

## **POLICY REVIEW STATEMENT**

This policy will be reviewed every year or earlier should legislative change or other event require it.

SIGNED:.... 

POSITION: Head Teacher

DATE: 1<sup>st</sup> May 2026

REVIEW DATE: 1<sup>st</sup> May 2027

FOR & ON BEHALF OF

ASPIRE: Lifeskills