



COMPASS POLICY

JANUARY 2019



WHAT IS COMPASS?

COMPASS stands for Creating Opportunities to Maximise Personal And Social Skills. It is a tailored intervention approach to Social, Emotional and Mental Health (SEMH) support, created by a group of like-minded schools to support pupils' social, emotional and mental-health wellbeing.

Those schools currently involved or who have contributed to the development of COMPASS in the past include:

- Banham Primary School
- Bunwell Primary School
- Burston Primary School
- Carleton Rode Primary School
- East Harling Primary School and Nursery
- Great Hockham Primary School & Nursery
- Kenninghall Primary School
- Old Buckenham Primary School and Nursery (Founding member)
- Rockland St. Mary Primary School (Founding member)
- Surlingham Primary School
- Tivetshall Primary School

OUR PHILOSOPHY

We believe the school learning environment has a central role to play in a child's social, emotional and mental health development, just as it does in their academic development.

Children bring to school a wide range of emotional needs, behaviour patterns and social experiences based on differences in home values, attitudes and parenting approaches.

We recognise the impact a child's emotional development has on their overall achievement and have embedded a whole school approach to promoting social, emotional and mental health wellbeing, in adults and children alike, and have allocated specific provision within our curriculum designed to help those pupils who are most vulnerable to develop age-appropriate social and emotional skills.

Taking a pupil centred approach, we work dynamically with our children and their families, to support them in learning how to understand their thoughts, feelings and emotions, regulate and manage their own behaviour and understand its impact on others.

Ultimately, we want all our pupils to be engaged, successful learners and happy children.

COMPASS AIMS

Through COMPASS we aim to provide opportunities to:

- boost children's confidence and self-esteem
- develop children's sense of self-efficacy
- develop self-awareness and age-appropriate social-skills
- develop resilience and problem solving
- develop emotional awareness and the ability to self-regulate
- help children understand the consequences of their behaviours
- promote children's overall wellbeing both now and in the long-term
- prevent possible exclusion

IDENTIFICATION & ASSESSMENT

A whole school screening tool, is used by class teachers to identify pupils who may benefit from specific COMPASS intervention in one or more of the following key areas:

- Self-esteem
- Behaviour
- Social Skills
- Resilience
- Self-efficacy (KS2)
- Emotional Awareness (KS1)

This assessment data is used by the COMPASS Intervention Lead and/or SENDCo to plan groups for the term. Children may have sessions individually, in a pair or as part of a small group and these groupings will likely vary over time.

Children are grouped according to their primary need rather than class/age and significant consideration is given to group dynamics.

Session length and frequency may vary, but will usually be around 30 minutes, once per week, with opportunities for follow-up or drop-in sessions as necessary. Some children experiencing extreme difficulty may require daily COMPASS support (e.g. during a bereavement period).

Wherever possible, COMPASS sessions are timetabled so that pupils do not miss desirable activities such as swimming, Outdoor Learning and P.E. or core subjects such as English and Maths.

Assessment is repeated termly, so that progress can be monitored and groups adjusted.

In addition, pupils may be identified as a priority to attend COMPASS if they:

- are quiet, shy or withdrawn
- find it hard to listen to others or join in
- are persistently disruptive in class
- have poor relationships with adults in school
- have suffered a family bereavement, illness or family break-up
- have SEN which is effecting their self-esteem
- a parent/carer or class teacher requests additional SEMH support for the child

During the first half-term (Sept– Oct), priority may be given to pupils with SEN, whilst other pupils are given time to settle into their new classes and for their teachers to get to know them.

PROVISION

At the start of a block of COMPASS sessions, children will be asked to complete a self-assessment to help identify priority areas for support. This can be compared to the data provided by the Class teacher and information provided by parents, and can often be a useful place to start if there is a discrepancy between the areas identified.

During COMPASS sessions, children will be given the opportunity to talk about any concerns or worries they may have, as well as completing planned activities to support the development of skills in their target areas.

Activities may include: board-games, craft-activities, problem-solving, construction (Lego), written-tasks, role-play, group discussions, card-games, relaxation, reading stories, meditation and yoga and many more.

Sometimes a carrier activity may be used (e.g. sand play or a craft activity), enabling the child to focus on that unrelated task, whilst engaging in conversation to develop learning in a target area. Similarly, sometimes small-world play or puppets may be used to allow the child to express themselves indirectly or in the third person.

Children will be given regular opportunities to reflect on what's going well and celebrate their successes, as well identifying their next steps.

SCHOOL STAFF

We believe that all staff have a responsibility to actively help children develop core wellbeing skills by:

- Modelling good social skills and restorative conflict resolution
- Setting clear, consistent and appropriate boundaries
- Showing empathy and understanding of pupils' thoughts, feelings and behaviour
- Actively listening to the children and hearing what they say
- Helping children to develop independent thinking skills
- Using praise and rewards to encourage learning of personal skills and self-regulation
- Providing specific curriculum activities linked to social, emotional and mental health development
- Promoting wellbeing
- Valuing the child as a whole

COMPASS INTERVENTION LEAD

The COMPASS Intervention Lead has a key role to play, by:

- Developing and sustaining nurturing relationships with the children who attend
- Being a good listener
- Being good a role model, demonstrating positive, consistent behaviour
- Delivering carefully structured sessions, tailored to meet the individual needs of pupils
- Maintaining appropriate records to track children's progress and identify next steps
- Reviewing the impact of support alongside the class teacher and SENDCo
- Liaising with other professionals when appropriate and necessary
- Actively working in partnership with the class teacher and other school staff to support the transition of target skills
- Attending training and COMPASS network events
- Reporting all concerns and/or disclosures in line with the school's Safeguarding policy

PUPIL VOICE

- Through self-assessment, pupils are encouraged to reflect on their own strengths and weaknesses, and identify priority areas for intervention and support
- Pupils are encouraged to celebrate their successes by reflecting on what is going well
- Pupils are encouraged to self-refer and to attend drop-in sessions when needed

PARTNERSHIP WITH PARENTS

- We recognise the importance of involving the parents/carers of our children and encourage them to play a proactive role in their child's school life
- We aim to keep parents/carers informed of their child's progress, and provide them with support and advice to ensure consistency between school and home
- A termly COMPASS newsletter is distributed to parents, sharing ideas for activities to promote social, emotional and mental health wellbeing, and give updates about the work of the COMPASS network.
- Individual parent views will be obtained through an appropriate means and may include: surveys, questionnaires, face-to-face meetings and/or telephone discussions with the class teacher, SENCo and/or COMPASS Intervention Lead.

THE COMPASS NETWORK

Support staff delivering COMPASS in our network of schools meet termly to identify good practice, share ideas for resources and activities and offer one another a network of peer support. Signposting is given to relevant training and external support services. Many of our COMPASS practitioners are also trained Mental Health Champions, through the NHS LINK partnership.

In schools, COMPASS is implemented in a variety of ways; pupils may be provided with the opportunity to meet regularly as part of a small group, on a one-to-one basis, or drop-in sessions and lunch-time clubs may be offered, depending on the needs of the pupils and the resources available at the school.

SPECIALIST SUPPORT

- All disclosures and/or concerns regarding safeguarding are reported in line with the school's safeguarding policy and, as appropriate, support and advice will be sought from Norfolk MASH.
- Should there be significant concerns regarding the child's SEMH, the COMPASS Intervention Lead or SENDCo, in consultation with the pupil's parents, would make a referral to the appropriate CAHMS or Ormiston Families team, for specialist assessment and support.
- Where necessary we would advise parents to seek G.P. advice (e.g. to explore underlying medical needs, such as anxiety, eating-disorders or attachment disorders, etc.) and can liaise directly with G.P.s if consent is given by the family.
- All schools have access to Educational Psychologists and other specialist support services (although this is now a traded service and must be funded by schools directly).
- Support from the Critical Incident Service (traded) can be accessed if necessary.
- Bereavement support and training can be accessed through Nelson's Journey.