



Inspiring Optimistic Learners

## Health and Wellbeing Policy (Mental Health)

### Linked Policies/Protocols

- PSHEe Policy
- Child Protection and Safeguarding Policy
- All related policies including particularly:
- Code of Conduct (Staff)
- Behaviour Policy (Students)
- Whistleblowing Policy (Staff)

<b>Reviewed:</b> May 2016	<b>Next review due:</b> May 2017
<b>Governing Body Committee:</b> CIC	<b>CLT contact:</b> Andrea Hazeldine
<b>Policy adopted by the Full Governing Body on:</b> N/A	

# Health and Wellbeing Policy

## Introduction

This policy applies to all members of Torpoint Community College community.

As part of our core mission and values, and continued dedication to the health and wellbeing of our students, this policy provides a clear set of protocols for dealing with any issues that may arise, surrounding mental health and the syndrome of self-injury.

In order to help our students succeed, we have a key role to play in supporting our young people in being resilient and mentally healthy.

There are a variety of ways at TCC that we provide support, for all of our students and for those with particular problems, these include:

- Staff Champion
- Strategies – College twice annual surveys
- Email free Fridays
- Communication
- Support and Challenge

## Factors that put students at risk

Typically, certain individuals and groups are more at risk of developing mental health problems than others. These risks can relate to the child themselves, to their family, or to their community or life events. Risk factors are cumulative. Children exposed to multiple risks such as social disadvantage, family adversity and cognitive or attention problems are much more likely to develop behavioural problems. Mental health and issues leading to self-harm/self-injury can however affect anyone during what may be a vulnerable period.

## Factors that make children more resilient

Seemingly against all the odds, some children exposed to significant risk factors develop into competent, confident and caring adults. An important key to promoting children's mental health is therefore an understanding of the protective factors that enable children to be resilient when they encounter problems and challenges.

The role that TCC plays in promoting the resilience of our students is important, particularly so for some children where their home life is less supportive. TCC is a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems.

The College invests in this area and has a team of Designated Safeguarding Officers (DSL) including the Senior DSL, which meet monthly, a Safeguarding Monitoring Group (SGMS), which meets termly and a trained Staff Wellbeing Champion. This is in addition to other staff both pastoral and academic and employs an Emotional Health and Wellbeing Consultant (6 years) who provides both student and staff training and support.

The College has a Health and Wellbeing Board made up from staff and students.

The College recognises and understands that the College plays a key role in supporting the young people on role and the staff who work in the College to be resilient and mentally healthy. TCC aims to offer support to students and staff at such times, intervening well before social, emotional and mental health problems

develop. Health and Wellbeing is paramount. The College Leadership Team, CiCare Team, LADO, College Nurse and DSL's provide advice and guidance.

### **Difficult events that may have an effect on students**

Learning Mentors and class teachers see their students' on a daily basis. They know them well and are well placed to spot changes in behaviour that might indicate a problem. The balance between the risk and protective factors set out above is most likely to be disrupted when difficult events happen in student's lives. These include:

- **Loss or separation** – resulting from death, parental separation, divorce, hospitalisation, loss of friendships (especially in adolescence), family conflict or breakdown that results in the child having to live elsewhere, being taken into care or adopted;
- **Life changes** – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school, or secondary school to sixth form; and
- **Traumatic events** such as abuse, domestic violence, bullying, violence, accidents, injuries or natural disaster.

### **The Curriculum at TCC**

It's clear that the term "curriculum" applies to much more than just the taught subject curriculum at TCC. Whether through the pastoral or academic provision, the type and style of support and challenge for students determine the ethos here. All staff and students use an intelligent response to emotional development (including wellbeing, resilience and mental health) and the strategies outlined in this policy, as well as the policy itself, indicate the high regard "health and wellbeing" have. The vast majority of staff have received training in brain development and developing their own spare emotional capacity.

### **Partnership with other agencies**

The booklet produced by the Student Support Centre identifying the partnerships at College is in Appendix 2.

The College works in partnership with Reconstruct (the preferred Cornwall LSCB agency), The Child and Adolescent Mental Health Team (CAMHS) – as Headteacher, I represented the Cornwall Association of Secondary Headteachers (CASH) and sit on the CAMHS Partnership Board as well as the Kernow Children and Young People Emotional Wellbeing and Mental Health Partnership Board and the Headstart Kernow Partnership Board. The College draws from Thrive practitioners, counsellors including Brighter Futures, MINDed and Young Minds (national e-learning and advice web based platforms), Brooke Health and Wellbeing organisation, Kooth (face to face and online counselling) Educational Welfare Services, Social Services, Social Care and various educational psychologists from across Cornwall, Devon and Plymouth.

The College staff and Governors place great emphasis on developing a strong positive culture with the intention that all who attend the College are successful learners and effective citizens and the vast majority of staff have experience and knowledge in working with young people experiencing ESMH concerns.

Examples of high quality practice:

- The College has a Health and Wellbeing Board comprising both staff and students.
- The strong reputation the College has regarding ESMH education is growing both locally and nationally. For example, the College was invited to present to the CASH about strategies it uses to promote ESMH
- Students from the College were awarded first prize by the Headstart Board for a film that they had made, revolving around the use of digital media.
- A student from TCC chairs the Headstart Young People's Board. “

### **Health and Well Being Champion**

The Health and Wellbeing Champion receives appropriate training and support, voluntarily bring their ability to relate to people and their own life experience to transform health and wellbeing in the College. They help others to enjoy healthier lives by raising awareness of health and healthy choices, sharing health messages, removing barriers and creating supportive networks and environments.

### **Identifying children with possible mental health problems**

Behavioural difficulties do not necessarily mean that a child or young person has a possible mental health problem or a special educational need (SEND). Consistent disruptive or withdrawn behaviours can, however, be an indication of an underlying problem, and where there are concerns about behaviour, there may be an assessment carried out by SSC/DSL/SENCO/HLoL/ of all of the identified factors to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with speech and language or mental health issues.

TCC is well-placed to observe students day-to-day and identify those whose behaviour suggests that they may be suffering from a mental health problem or be at risk of developing one. This may include withdrawn students whose needs may otherwise go unrecognised.

There are often two key elements that enable schools to reliably identify children at risk of mental health problems:

- **Effective use of data** so that changes in students' patterns of attainment, attendance or behaviour are noticed and can be acted upon
- **An effective 'pastoral' system** - that knows every student well and can spot where poor or unusual behaviour may have a root cause that needs addressing. Where this is the case, the pastoral system or College policies should provide the structure through which staff can escalate the issue and take decisions about what to do next.

Only medical professionals should make a formal diagnosis of a mental health condition. The DSL or nominated other will refer any students it feels may be at risk of mental health issues to Children's Services and/or advise parents to take their child to their GP or A&E where appropriate.

### **Roles and Responsibilities of All Staff**

TCC will, where appropriate, make a referral to Children's Services where it has concerns regarding a child's well-being/mental health. Staff are required to contact the LADO, MARU and in College Lead DSL directly when a young person is not safe. Staff are asked to imagine that Safeguarding – Keeping Children Safe – is like a filing cabinet and child protection is one drawer and all staff are responsible for ensuring children are safe. All members of staff should be familiar with the following information to support

the identification of potential self-harm/injury issues and the necessary steps to take where there are concerns. This applies to all staff, including Learning Mentors, Technicians and other support staff. Therefore staff will

- make records of students experiencing self-injury, incidents of self-injury and all other concerns surrounding the issue and report to DSL via the template available.
- ensure they are fully confident in their understanding of self-injury and seek additional information and / or training if they feel it necessary
- follow TCC's safeguarding procedures (see Safeguarding Policy) and remain calm and non-judgemental should a student or adult choose to disclose information:
  - avoid dismissing a students' reason for distress as invalid
  - encourage students to be open with them and reassure them that they can get the help they need if they are willing to talk
  - don't make promises that they can't keep regarding confidentiality
- in particular, in relation to self injury, staff should
  - avoid asking a student or colleague to show you their scars or describe their self-injury
  - avoid asking a student to stop self-harming (you may be removing the only coping mechanism they currently have)
  - report the matter to a designated key member of staff as soon as you become aware of the problem, and inform the student that you are doing this
- if a student discloses self-harm, report it immediately to the DSL and if possible using the agreed College process
- Be aware of communication processes with the DSL in the schools Young Minds Mental Health policy
- Remain calm and non-judgemental
- Encourage students to be open with them and reassure the student that they can get the help they need if they are willing to talk

### **Roles and responsibilities of the DSL (Designated Safeguarding Lead) & Deputies**

- The DSL's and deputies are designated key staff responsible for dealing with and keeping an up to date record of all incidents relating to self-injury/mental health
- All designated staff, have received full and appropriate training surrounding self-injury and are fully confident with the procedures to follow
- The Senior DSL keeps the Headteacher and CLT up to date on a regular basis of all incidents and developments
- The DSL will be aware of when it is essential for other professional bodies to be informed such as Children's Services
- They may contact other organisations and external agencies including CAMHS
- They may inform the student's parents/carers if appropriate and liaise with them as to how best manage the situation including advice on self injury and wound control
- They may review special permissions for students who self-injure, for example time out of the classroom during emotional distress and permission to wear long sleeves for sports
- They will be clear with students and parents about what behaviour will not be tolerated (for example, self- injuring in front of other or using it as a threat)
- They will escalate any reports of suicidal feelings or behaviour as a matter of urgency to the Headteacher/Children's Services

### **Roles and Responsibilities of Staff Well Being Champion**

TBA

### **Roles and Responsibilities of the Governing Body**

- Provide students with open access to information about self-injury and details of who to go to for help and support
- Decide whether self-injury should be covered in the College curriculum e.g. as an extracurricular presentation
- Consider parental consent and whether parents/carers should be invited to learn more about self-injury for themselves

### **Roles and Responsibilities of Parents/Carers**

- Educate themselves regarding self-injury and discuss the subject with their child
- If their child is self-injuring, work closely with the College and take an active role in deciding the best course of action for their child, including taking their child to the GP
- Keep TCC informed of any incidents outside of College that they feel they should know about
- Take care of themselves and seek any emotional support they may need in dealing with their child's self-injury

### **Supporting Students to develop strategies and promote positive social, emotional and mental health (Health and Wellbeing)**

The strongest evidence supports prevention/early intervention approaches that include a focus on:

- Monitoring the situation (careful and sensitive monitoring dependant on situation)
- Providing 1:1 mentoring, for staff and students, whether via the trained Learning Mentors or external specialist
- The College may arrange for College based counselling
- The completion of an assessment e.g. Strengths and Difficulties Questionnaire (SDQ) to help judge whether individual students might be suffering from a diagnosable mental health problem
- Peer mentoring
- Referral to external Child and Adolescent Mental Health Services (CAMHS), Multi Agency Referral Unit, Early Help Hub, School Nurse etc as appropriate
- Identify support strategies for students.
- Early intervention, for students showing early signs of problems
- Continuous professional development for all staff
- Clear policies on behaviour and anti-bullying
- Develop a culture within the College that values all students, allows them a sense of belonging and makes it possible to talk about problems in a non-stigmatising way
- Working with outside agencies to provide interventions for students with mental health problems
- A whole College approach to promoting the health and wellbeing of all students

## Appendix I

### Sources of Support and Information

Who	What they do	Website
Childline	A confidential service provided by NSPCC	<a href="http://www.childline.org.uk">www.childline.org.uk</a>
Samaritans	Available 24 hours a day to provide confidential emotional support for people who are experiencing feelings of distress, despair or suicidal thoughts.	<a href="http://www.samaritans.org">www.samaritans.org</a>
MindEd	Provide mental health advice	<a href="http://www.minded.org.uk">www.minded.org.uk</a>
HeadMeds	Developed by the charity young minds to provide mental health advice	<a href="http://www.headmeds.org.uk">www.headmeds.org.uk</a>

Mental Health and Bullying	A guide for teachers and other children's workforce staff	<a href="http://www.antibullyingalliance.org.uk/media/5436/Mentalhealth-and-bullying-module-FINAL.pdf">http://www.antibullyingalliance.org.uk/media/5436/Mentalhealth-and-bullying-module-FINAL.pdf</a>
National Institute for Care Excellence (NICE)	To improve outcomes for people using the NHS	<a href="https://www.nice.org.uk">https://www.nice.org.uk</a>
Place2BE	Charity working in schools providing early intervention and mental health support	<a href="http://www.place2be.org.uk">www.place2be.org.uk</a>
Play Therapy UK	Is a not-for-profit professional organisation addressing Mental Health Issues	<a href="http://www.playtherapy.org.uk">www.playtherapy.org.uk</a>
Relate	Offers advice and relationship counselling	<a href="http://www.relate.org.uk">www.relate.org.uk</a>
School Nursing Public Health Service	Supporting pupils at school with medical conditions – statutory advice for schools	<a href="https://www.gov.uk/government/publications/school-nursing-public-health-services">https://www.gov.uk/government/publications/school-nursing-public-health-services</a>
Women's Aid	National Domestic Violence Charity	<a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a>
Young Minds	Charity to improve emotional wellbeing and mental health in schools up to the age of 25	<a href="http://www.youngminds.org.uk">www.youngminds.org.uk</a>

Mental Health and Departmental advice for schools	Behaviour in Schools	<a href="https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2">https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2</a>
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Inspiring Optimistic Learners

# Student Support Centre



The Student Support Centre at Torpoint Community College work with a large number of students, sometimes throughout their whole College life, sometimes for a fixed period of time. We take a holistic approach to support. Identifying not only a students emotional needs but to develop their individual learning styles to achieve their best outcomes.

#### **Penhaligon's Friends**

Penhaligons are a Cornish charity supporting bereaved children, young people, parents and carers throughout the county. They offer children and young people the chance to meet others and share their experiences, as well as practical resources for children and parents. They also work with Jeremiahs Journey.

#### **Partnership working with social care.**

We have close working links with social care. This includes:

- The early help hub/MARU
- Targeted support workers
- Family support

#### **LGBT Intercom Trust**

The Intercom Trust is an organisation to support lesbians, gay men, bisexual women and men, transgender people of all genders and orientations and the community as a whole.

#### **Barnardos Advocacy**

Barnardos work with a variety of children whether the issue is child poverty, sexual exploitation, disability or domestic violence.

#### **KOOTH Counselling**

One to one counselling service for young people. Support can also be given on line.

#### **Suzie Project**

The Suzie project works with young people who have either experienced or witnessed domestic violence.

#### **Young Carers / drop ins**

Arranged drop in sessions for students who are young Carers to give support and ensure their needs are not forgotten.

#### **School Nurse—drop ins**

The School Nurse offers confidential advice and guidance to young people. A drop in session is available on the following day:

Tuesdays 1.30pm - 2.20pm

#### **YZUP**

YZUP offers support, information and advice about drugs and alcohol to young people under 19yrs.

#### **Preventing extremism and radicalisation**

All staff are aware how to respond quickly and appropriately if there are any concerns regarding extremism and/or radicalisation.

#### **Operation Encompass and Police Partnerships**

Torpoint Community College are now part of Operation Encompass – supporting young people and families suffering Domestic Abuse/Violence. This is in partnership with Devon & Cornwall Police and the Educational Welfare Services.

## Self Harm

TCC have taken part in a project to support young people in Cornwall who are vulnerable to self harm. Specially trained Learning Mentors support students through their journey. The Butterfly Project and Rainbow Journal are examples of resources that are used in conjunction with Cognitive Behavioural Therapy resources during 1:1 mentoring sessions.

## Behavioural & Emotional Consultant

Mrs D Lobbett supports the college, students, staff and parents offering advice and guidance. Her work can be short or longer term dependent on need.

## Support for Students with Medical needs

Students have access to and are supported by: Mrs. J

Moyle-Firstaider

There are also 4 other first aiders on the team.

In the medical room we carry out physiotherapy, administer medication, liaise with the school nurse, treat injuries and look after students that are ill. We contact parents/carers and keep medical records up to date. Liaising with staff and parents to ensure staff are aware of health

care plans and that they are up alerted prior to trips or visits off site.

Our medical needs coordinator is Mrs K. Matta, her role involves liaising with Parents/Carers to provide up to date healthcare plans for students with medical needs.

## Parental feedback

"I feel that my daughter has made great progress and has received excellent support and looks

**"we are both very happy with the support learning mentors has given to our daughter".**

"It is heartening to know that when my daughter is upset/angry there is always someone with a kind word, a smile and a point in the right direction.

Issues are dealt with kindly and discreetly and my

"My daughter has found strength and self confidence since accessing the student

## Student views

'You can't have a RAINBOW without a little rain'

**"It's like having an extra friend or family."**

**"Somewhere for me to speak about my problems."**

**"I think that SSC is a really good place because their opinions are really useful because they always help me when I need a helping hand. Also SSC always find a way to make me laugh when I feel upset."**

**"SSC is like being part of a family, you can tell them anything and they never judge you."**

**"SSC has changed my life."**

**"What I think about SSC? SSC is an amazing place where you can calm down & have a giggle and chat with the staff. It makes me feel welcome., and has the best hot chocolate!"**

**"I like breakfast club because I get to eat."**

**"Nice, comforting and will make you feel better if you are sad. Will give their time to you."**

**"I think it is a great place to calm down and its like having a second family in school."**

**"A place where I feel safe."**

## Behaviour Support

### Tier System

When a student begins to display disruptive or poor behaviour they may be placed onto the Tier system. The Tier system is the support and intervention mechanism. The interventions for the Tiers are as follows:

<u>Tier &amp; reason</u>	<u>Intervention</u>
<b>Tier 1</b> —disruptive behaviour, attendance/punctuality issues.	Tutor support, regular informal conversations with tutor. Parental contact.
<b>Tier 2</b> — not made any improvement on Tier 1, behaviour is causing significant concern.	HLOL report, regular meetings with HLOL/Tutor, meeting with parents.
<b>Tier 3</b> —not made any progress on Tier 2 and still causing significant concern. A referral will be completed by HLOL, meeting with parents and SSC manager arranged.	Twice daily report to SSC, assigned learning mentor, daily text sent home, meeting with parents, pastoral support plan set up. Deputy head teacher involved.
<b>Tier 4</b> —this is for a student who despite all other interventions is still showing no signs of improvement.	As above for Tier 3, twice weekly meeting with learning mentor, meeting with parents attended by HLOL, SSC manager and Deputy Head teacher, outside agency referrals, governors expectation meeting.
<b>Tier 5</b> —the student's behaviour declines to an extent that they are having a detrimental impact on the learning of others in the college and a significant impact of the good order of the College.	As above for Tier 4, monthly meeting attended by parents with SSC manager and deputy head teacher, referral to Caradon Academy or ACE, managed move, or permanent exclusion.

### Stages to Exclusion

Stages to exclusion run alongside the Tier 1-5 intervention system. The aim of this process is to have clear stages of consequences for poor behaviour. Stage 5 is the most serious and would lead to a permanent exclusion or managed move to another school. Students can be placed on a stage at any point, if a student makes improvements to their behaviour then they will be moved down stages. Students will go onto a stage for 6 weeks, if they do not make improvements they will move up a stage.

The student support team work in partnership with College Leaders, College Managers, subject teachers, parents and outside agencies to help students to reach their full potential.

## Mentoring—one to one or group

Students can be referred for mentoring sessions by HLO or tutors. They can also be at the request of parents or self-referral. Individualised programmes are set to meet the needs of the young person.

## Literacy and Numeracy programmes

Individualised programmes are designed to support Literacy and Numeracy. To enable students to build on their current skills and to encourage them to reach their full potential.



## Forest School

Forest School provides a positive learning environment tailored to each individual learner's needs through which National Curriculum learning objectives can be met.

Forest school is particularly successful in developing self-esteem, confidence, and motivating students who, for a range of reasons, may be finding learning in a traditional classroom environment difficult. Benefitting from a practical element to their learning students often achieve greater levels of success in this context than in a classroom environment.

Students become more confident, and acquire a deeper understanding about environmental issues locally and globally.

Please speak with Mr Dave Lumbard Co-ordinator

## Dyslexia -specific programmes

We provide screening for students at risk of dyslexia and liaise with the county dyslexia advisor. Staff provide in-class support and targeted support plans are facilitated by learning mentors. We also provide visual screening for students to support their reading.

## Visual Screening

The Student Support Centre provide visual screening testing. This test can determine if the student has visual stress. Signs and symptoms of this include: print distortion, light sensitivity and visual discomfort. This test enables the students to access coloured overlays to reduce eyestrain to help with their reading.

## How we support students through their journey.

### **Breakfast Club**

The Student Support Centre offers a break- fast club operating from 8:15 to 8:45 each day to enable all students to make a positive start to their day.

### **Break / Lunch Club**

Supported sessions at Break and lunch times offer a sanctuary or enable students to improve their social skills and develop friendships

### **Working with House Leaders**

The student support centre work closely with HLoL's to gain early indication of need for the students. House Leaders have over- all responsibility for students in their year group and deal with any problems which arise.

### **Pupil Premium**

The Pupil Premium was introduced to provide additional funding for disadvantaged students. The premium is paid for students who have been eligible for free school meals over the previous six years, who have been in care or who are ser-

At Torpoint Community College we monitor our Pupil Premium students robustly. Many interventions take place to support them such as literacy and numeracy interventions, both one to one and in small groups with the aim to support the students to deal with the many social and emotional

### **Homework club**

Homework club offers students supported sessions every lunch time to complete any homework set. During this time all students have access to a learning mentor, ICT, printer facilities.

### **On-Call**

The student support centre operates an 'on call' provision for teaching staff. This enables a student to be removed from a lesson if he/she is disrupting the learning environment.

The student is encouraged to re-engage with their learning supporting them to make the right choice.

## **Record of Need**

The list of students who have a Statement of special educational need, have an EHC plan or who receive targeted support are kept up to date on the Record of need. For targeted students this support is flexible; for example if they are seen to be making expected level of progress in most of their subjects, the level of additional support may be removed for a temporary period of time or possibly permanently.

## Agencies contact information

### Penhaligon's Friends

**Web:** [www.penthaligonsfriends.org.uk](http://www.penthaligonsfriends.org.uk)

**Contact Number:** 01209 210624 or 01209 215889

### KOOTH Counselling

**Web:** [www.kooth.com](http://www.kooth.com)

**Contact Number:** 0845 3307090

### Barnardos Advocacy

**Web:** [ww.barnardos.org.uk](http://ww.barnardos.org.uk) **Contact Number:** 0117 937 5500 **Email:**

### Suzie Project

**Web:** [www.susieproject.org.uk](http://www.susieproject.org.uk)

### SHARE Mentoring

**Web:** <http://www.cornwallfisdirectory.org.uk>

**Contact Number:** 01208 265777

### Family information service

**Web:** [www.cornwallfisdirectory.org.uk](http://www.cornwallfisdirectory.org.uk)

**Contact Number:** 01872 323 535

### Multi Agency Referral Unit

**Contact Number:** 0300123-1116

**Safeguarding concerns about a young person**

### Early help Hub

**Contact Number:** 01872 322277

**Email:** [earlyhelpclub@cornwall.gov.uk](mailto:earlyhelpclub@cornwall.gov.uk)

## College contact information

Phone—01752812511

Fax—01752815014

Email – [enquiries@torpoint.cornwall.sch.uk](mailto:enquiries@torpoint.cornwall.sch.uk) Confidential

supportandadviceemail—

[worries@torpoint.cornwall.sch.uk](mailto:worries@torpoint.cornwall.sch.uk)