



Health and Wellbeing Policy

(Mental Health & Academic and Life Resilience)

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| Reviewed: November 2021 | Next review due: November 2022 |
| Governing Body Committee: FGB | CLT contact: Cheryl Lockett |
| Policy adopted by the Governing Body on: 24th November 2021 | |

In order to help our students succeed, we have a key role to play in supporting all members of the College community to be 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:

- A member of staff that leads on the emotional health and wellbeing of staff and students
- College surveys to ascertain stakeholder views and needs
- Staff Wellbeing Charter
- Links to external agencies

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)

This policy has been divided into 2 overlapping aspects:

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| <p>Aspect 1 – staff wellbeing Wellbeing is not an end state – it is a process – as a College we want to make sure that the systems and processes we have in place mean that even when we go through challenging times, staff feel supported and that their workload is manageable. Working in education has field-specific challenges which we can't eliminate, but we can ensure that staff wellbeing is integral to decision making. Wellbeing is a collective responsibility: Individuals need to be able to make choices that benefit their own wellbeing; colleagues need to actively look out for each other; leaders need to show that they value the staff and make decisions that enable wellbeing.</p> | |
| <p>EHWB lead will work with CLT to ensure:</p> <ol style="list-style-type: none"> 1. All staff know how the College policies, processes and approaches have been determined to facilitate manageable workload 2. All staff feel that they have supportive professional relationships with colleagues, including those with leadership responsibilities. All staff can seek support from their line manager when they need it and staff with responsibility for line managing others are confident to support those in their team. 3. All staff are supported to access materials etc that lead to positive wellbeing 4. All staff know that they are valued and that their career progression is supported by the College. 5. All staff feel happy to work in a kind and respectful environment. Very good behaviour means that all teachers are able to teach without disruption. | <p>Approaches/ strategies:</p> <ul style="list-style-type: none"> • Staff surveys to ascertain views • Training during inset • Partnerships with external agencies • Staff charter • Supportive CLT lesson visits • Centralised detentions • Wellbeing resource list on T drive |

Wellbeing charter- as a College, we are committed to:

1. Treating mental health as seriously as physical health, ensuring support is in place for all staff – particularly those who have emotionally challenging roles
2. Providing training to line managers so that they feel confident to support the wellbeing of those in their teams
3. Establishing clear communications – sharing information with staff effectively
4. Ensuring staff voice is highly valued – we use Google forms to gather staff feedback. This is not tokenistic but the responses are used to inform decision making as staff input is highly valued
5. Driving down unnecessary workload, ensuring that tasks staff are required to do directly impact on students/ the successful running of the school
6. Supporting flexible working
7. Creating a good behaviour culture so that staff can do their jobs in a positive environment
8. Supporting staff to progress in their careers
9. Measuring and evaluating staff wellbeing at regular intervals, implementing change when necessary
10. Measuring and evaluating student wellbeing at regular intervals, implementing change when necessary
11. Ensuring student voice is valued – using the Student Council and Head Students to gather feedback
12. Creating opportunities for students to improve, maintain and discuss their mental health and wellbeing

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| <p>Aspect 2 – Student wellbeing and mental health</p> <p>A study released in November 2018 gave statistics of 1 in 8 students suffering from mental health disorders. As a College TCC staff will work with students and parents/guardians to promote positive mental health, aim to prevent the deterioration of mental health and utilise the resources available to support students.</p> | |
| <p>EHWB lead will work with CLT to ensure:</p> <ol style="list-style-type: none"> 1. All students feel safe to learn in a kind and respectful environment 2. All students know that they are valued and that we believe in their ability to succeed 3. All students know that they can speak to an adult they trust when they feel vulnerable or need support 4. All students make choices that enable their own wellbeing and support other students 5. All students are exposed to resources, ideas and discussions about mental health and wellbeing | <p>Approaches strategies</p> <ul style="list-style-type: none"> • ‘Pride peg’ display boards • CLT lesson visits to support teachers and challenge poor behaviour when appropriate • Clear expectations for all students, with consistent application of the behaviour policy • EMHW section in all Student Council meetings • ‘Student teams’ to create positive relationships • Display of internal & external resources • Extra-curricular clubs including “Tea & chat” • Health ambassadors • EMWB content in PSHE lessons and tutor sessions |
| <p>Promoting resilience</p> <p>Children exposed to significant risk factors can 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, an Extended Safeguarding Monitoring Group (SGMS), which meets termly. This is in addition to other staff both pastoral and academic and as a result of Headstart Funding the College has colleagues that leads on the emotional health and wellbeing of staff and students. The College recognises and understands that the College plays a key role in supporting the young people who attend 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, LADO, College Nurse and DSL’s provide advice and guidance.</p> | <p>Role of staff</p> <p>Teaching Assistants, tutors 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:</p> <ul style="list-style-type: none"> • 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. |

Partnership with other agencies

The College works in partnership with Reconstruct (the preferred Cornwall LSCB agency), TIS and Headstart Kernow. The Child and Adolescent Mental Health Team (CAMHS) –The College draws from TIS 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 SEMH concerns.

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/HOY/ 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.

An effective ‘pastoral’ system

We know 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 Teaching Assistants, Technicians and other support staff. Therefore staff will

- make records using CPOMs of students experiencing self-injury, incidents of self-injury and all other concerns surrounding the issue and report to DSL via CPOMs.
- 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

There are posters around the College and in staff toilets to remind staff of the procedures.

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

Governing bodies, proprietors and management committees should appoint an appropriate senior member of staff, from the school or college leadership team, to the role of Designated Safeguarding Lead. The Designated Safeguarding Lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role holder's job description. This person should have the appropriate status and authority within the school to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and interagency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.

Deputy Designated Safeguarding Leads

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy Designated Safeguarding Lead(s). Any deputies should be trained to the same standard as the Designated Safeguarding Lead. Whilst the activities of the designated safeguarding lead can be delegated to set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

Manage referrals

The Designated Safeguarding Lead is expected to:

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police as required

Work with others

The designated safeguarding lead is expected to:

- liaise with the headteacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.

Training

The Designated Safeguarding Lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to and understands the school or college’s child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses;
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

Raise Awareness

The designated safeguarding lead should:

- ensure the College’s child protection policies are known, understood and used appropriately;
- ensure the College’s child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the College in this; and
- link with the local LSCB to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

Child protection file

Where children leave the College ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during College hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable (TEAMs). It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

Roles and Responsibilities of the Governing Body regarding self-injury

- 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 (Wellbeing and Resilience)

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

Sources of support

| Who | What they do | Website |
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| Childline | A confidential service provided by NSPCC | www.childline.org.uk |
| Samaritans | Available 24 hours a day to provide confidential emotional support for people who are experiencing feelings of distress, despair or suicidal thoughts. | www.samaritans.org |
| MindEd | Provide mental health advice | www.minded.org.uk |
| HeadMeds | Developed by the charity young minds to provide mental health advice | www.headmeds.org.uk |
| Mental Health and Bullying | A guide for teachers and other children's workforce staff | http://www.antibullyingalliance.org.uk/media/5436/Mentalhealth-and-bullying-module-FINAL.pdf |
| National Institute for Care Excellence | To improve outcomes for people using the NHS | https://www.nice.org.uk |

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| (NICE) | | |
| Place2BE | Charity working in schools providing early intervention and mental health support | www.place2be.org.uk |
| Play Therapy UK | Is a not-for-profit professional organisation addressing Mental Health Issues | www.playtherapy.org.uk |
| Relate | Offers advice and relationship counselling | www.relate.org.uk |
| School Nursing Public Health Service | Supporting pupils at school with medical conditions – statutory advice for schools | https://www.gov.uk/government/publications/school-nursing-public-health-services |
| Women's Aid | National Domestic Violence Charity | www.womensaid.org.uk |
| Young Minds | Charity to improve emotional wellbeing and mental health in schools up to the age of 25 | www.youngminds.org.uk |
| Mental Health and Departmental advice for schools | Behaviour in Schools | https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2 |