

MENTAL HEALTH POLICY STUDENTS

Author: Nicola Carcone

Approved by Corporation: December 2020

Next date for review: December 2023

Contents

- 1. The Guiding Principles and the Aims of the Policy..... 2
- 2. Scope..... 2
- 3. Lead Members of Staff and Responsibilities..... 2
- 4. Enrolment & the Importance of Information Sharing..... 3
- 5. Individual Care Plans and Risk Assessment..... 3
- 6. Fitness to Study Guidance..... 3
- 7. Training and Raising Awareness about Mental Health..... 4
- 8. Signposting..... 4
- 9. Managing Disclosures..... 5
- 10. Confidentiality..... 5
- 11. Working with Parents..... 5
- 12. Policy Review..... 5
- Annex A: Provision at Barton Peveril..... 6
- Annex B: Outside Agencies: Signposting.....7
- Annex C: Warning Signs and Key Indicators..... 8

1. The Guiding Principles and the Aims of the Policy

Mental Health is a state of well-being in which every individual realises their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community. (WHO)

At Barton Peveril, we aim to promote positive mental health for all students. We pursue this aim using both universal, whole college approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three students will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

This Policy aims to;

- promote positive mental health for students
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to students suffering mental ill health and their peers and parents or carers

2. Scope

This document describes the college's approach to promoting positive mental health and wellbeing and is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our Medical Policy and Child Protection and Safeguarding Policy in cases where a student's mental health overlaps with or is linked to a medical or safeguarding issue and the SEND policy where a student has an identified special educational need.

3. Lead Members of Staff and Responsibilities

Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Vice Principal: Students and Progress, DSL and Mental Health Lead
- Lead College Counsellor
- College Nurse
- Student Progress Advisors

Any member of staff who is concerned about the mental health or wellbeing of a student should follow the Child Protection and Safeguarding procedures. It is vital that staff are mindful that, 'Mental Health issues can, in some cases, be an indicator that a child has suffered or is suffering from abuse, neglect or exploitation.' (*Keeping Children Safe in Education* p11. September 2020)

4. Enrolment & the Importance of Information Sharing

All applicants to Barton Peveril are asked to disclose both physical and mental health issues. They are then interviewed by a member of the Pastoral Team, H&WB or the Learning Support Team to ensure support needs are discussed prior to starting at the college.

It is vital that information is shared by potential students, their parents and the schools, and liaison meetings are carried out prior to enrolment.

5. Individual Care Plans and Risk Assessment

If a student has an individual healthcare plan devised by their mental health practitioner/team, it is vital this is shared with relevant members of college staff eg. mental health lead, college nurse, DSL and SPAs. This can include:

- Details of a student's condition
- Special requirements and precautions
- Medication and any side effects
- What to do and who to contact in an emergency
- The role the college can play

The college will contact the medical professional's requesting a care plan including suitable reasonable adjustments. As it is a safeguarding matter, the request to share information overrides GDPR.

6. Fitness to Study Guidance

We use the Fitness to Study Guidance when a student's wellbeing is impacting on their ability to learn and progress. We recognise that there may be a need to make reasonable adjustments and the Fitness To Study Guidance allows for discussion and

collaboration to take place. There are two stages to the Fitness to Study Guidance. Stage 1 is an interview led by the relevant SPA. This should include the student, parent(s) or carer(s) and any additional evidence from medical professionals. Stage 2 is a Review Meeting. In addition to those named above, this Review Meeting will also include the Vice Principal: Students and Progress. A Review Meeting is called when targets created in the Stage 1 meeting haven't been met.

7. Training and Raising Awareness about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are addressed in Tutor Programme activities throughout the year. There is also the Health & Well Being site which provides signposting for students, staff and parents.

As a minimum, all staff will receive annual training and ongoing updates about recognising and responding to mental health issues as part of the mandatory Child Protection and Safeguarding training to enable them to keep students safe.

We will host relevant information on the Health and Wellbeing site for students and staff who wish to learn more about mental health.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more students.

8. Signposting

We will ensure that staff, students and parents are aware of sources of support within college and in the local community. They are made aware of how to access this support via meetings with SPAs, the Health and Wellbeing Team, Tutors and Teachers. There is a poster campaign in social spaces and toilets and, through the Tutor Programme, all students are aware of the RED BUTTON.

Whenever we highlight sources of support, we will increase the chance of students seeking help by ensuring they understand;

- What help is available
- Who it is aimed at
- How to access it
- Why to access it

- What is likely to happen next

9. Managing Disclosures

When a student discloses a mental health concern, staff will follow the procedures clearly outlined in the Child Protection and Safeguarding Policy.

10. Confidentiality

It is not possible to offer confidentiality legally in terms of radicalisation, terrorism, risk, harm to self and others.

We should be honest with regard to the issue of confidentiality. If it is necessary for us to pass our concerns about a student on then, ideally, we should discuss with the student:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

11. Working with Parents

Where it is deemed appropriate to inform parents (in accordance with Child Protection and Safeguarding Procedures), we need to be sensitive in our approach.

We should always highlight further sources of information and signpost websites and local services.

We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the student's confidential notes.

12. Policy Review

This policy will be reviewed every three years.

Annex A: Barton Peveril Provision

The Cardiff Model of Counselling

If students need to access 1-1 counselling, they can submit a referral form which can be found on the Studio homepage for all students. The form will be assessed by the Lead Counsellor and then students will be seen for an initial assessment interview. The Lead Counsellor can then arrange for the student to see a counsellor. This is a total of 4 sessions plus an exit session. This form of counselling is based on solution-focus practice.

Peer Mentors

These are students who have undergone appropriate training and are available to meet other students for an informal meeting, to provide support about a variety of issues including family, college and relationships. Mentors are used throughout the year as ambassadors for the college at open evenings, introductory days and as part of induction and transition as well as health promotion. Meetings can be booked on the Studio homepage or by emailing the Lead Counsellor hnc@barton.ac.uk

Q-XTRA: Managing Anxiety

This Q-XTRA option is a 6 week programme that enables students to manage their anxiety with an introduction to different strategies and techniques that might help them manage the signs and symptoms of their anxiety. Students can select this Q-XTRA online.

Workshops and drop-ins

There is a counselling drop in every Wednesday 14:00 - 15:00 in R15F in the Rose Building. No appointment is necessary and short (15 minute) one-to-one appointments are available.

The Student Health & Wellbeing Site

This has been developed with students in mind and has helpful information on in college support, self-help, health and nutrition and outside agencies. The link for this site is <https://sites.google.com/barton.ac.uk/healthandwellbeing/home>

Annex B: Outside Agencies: Signposting

National websites and phone numbers

ITALK	www.italk.org.uk
Young Minds	www.young.minds.org.uk or text YM to 85258
Students Against Depression	www.studentsagainstdepression.org
CBT based strategies	www.youth.anxietybc.com
CBT based strategies	www.moodjuice.scot.nhs.uk
CBT based strategies	www.getselfhelp.co.uk
Support for people who self harm	www.harmless.org.uk
Childline	www.childline.org.uk 0800 11 11
Samaritans	www.samaritons.org 116 123

Local websites

Eastleigh Youth Counselling	www.eycs.co.uk
Hedge End Counselling	www.teenagedrop-inhedgeend.co.uk
Youth in Romsey	www.yir.org.uk
Winchester Youth Counselling	www.winchesteryouthcounselling.org
No Limits	www.nolimitshelp.org.uk
Hampshire Youth Access	www.hampshireyouthaccess.org.uk

Annex C: Warning Signs and Key Indicators

College staff may become aware of the warning signs which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to the appropriate safeguarding team.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism