Mental Health and Wellbeing initiatives

Student Life

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"Mental health is a state of wellbeing 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"

World Health Organisation

Our students*….

20% of 16-18 students who self harmed said they did not get the support they needed at college*

Anxiety, low mood and depression are the most common concerns, followed by suicide ideation, trauma

16-18 year olds make up 60% of service users

30% of 16-18 students say they have purposefully hurt themselves*

26% of all students accessing services are male, 1.4% (10 students) identify as transgender

730 students all ages were assessed by the wellbeing team to end January 2020 (up from 303 in 2019)

39% of 16-18s have experienced the death of a family member or friend in the last year*

39% 16-18s have 6 hours sleep or less on a weeknight

Only 22% of all service users are from BAME backgrounds

52% of 16-18 students report feeling anxious or stressed most days*

36% of all students referred / self referring are Quarry Hill students

33% 16-18s report feeling sad or upset most days*

Why wellbeing is a whole college concern

Lifelong learning encourages wellbeing and education as social prescribing reduces mild to moderate anxiety and depression

Impact of technology and the focus on digital skills

Half of lifetime mental illness starts by age 14

Education is a protective factor, it improves employment and health outcomes

There is an employment gap for people with mental health conditions - a sixth of the workforce is affected by mental health issues

Social Mobility: "Social and emotional skills are a greater indicator of academic success than IQ"

Social and emotional learning provides the skills for children and adults to navigate in a complex world

Covid-19 coronavirus post event trauma and impact

Academic learning improves with motivation and a sense of connectedness

Friendships improve mental health and wellbeing

INTENT - A whole college approach to wellbeing

- A universal approach to wellbeing shaped by student, staff and parent voice
- Joined up strategies for students, staff and community and shared understanding, language and approaches
- A supportive ethos and learning environment builds a sense of connectedness, purpose and self esteem and efficacy
- Skills based curriculum and learning to embed resilience
- Acceptance of emotion, respect, warm relationships, celebrating difference
- Promoting staff wellbeing and addressing stress means teachers will be positive and confident to experiment
- Review of policies to be inclusive and wellbeing aware
- Targeted and intensive support signposted for those who need it
- Monitoring the impact of interventions

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Theme 1: Leadership and management

We will

- Review student and staff voice and the student wellbeing survey and undertake the AoC audit on mental health in colleges
- Consult, develop and align student and staff wellbeing approaches
- Embed the Mental Health Support Team service for young people and develop community and stakeholder relationships
- Visit colleges and settings who have inclusive approaches to mental health
- A staff development programme which involves all staff, is evidence based and shared by staff and students voice
- Deliver our commitment to the [AoC Mental Health and Wellbeing Charter](#)
- Take account of early post trauma organisational interventions

Theme 2: *I'm In* and the college environment

- The I'm In strategy embraces our approach to participation, wellbeing, restorative practice and positive relationships
- The behaviour policy recognises the impact of environmental influences
- Our EDI objectives demonstrate our commitment to an environment that promotes respect and celebrates diversity of staff and students

We will

- Consistently apply 'I'm In' approach and embed in college routine
- Work towards whole college awareness of wellbeing and mental health and the impact of adverse childhood experiences on adolescence and adulthood
- Nominate Mental Health leaders in every department
- Provide facilities on every campus for mental health and wellbeing

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Theme 3: The curriculum and TLA

- Recognise the stress and anxiety experienced in learning and assessment
- Plan and co-produce scheduled wellbeing campaigns with external agencies

We will

- Map a universal offer of health and wellbeing across the curriculum and explicitly teach emotional intelligence and social / emotional learning
- Review tutorial and personal development for differentiated and responsive delivery of health and wellbeing topics
- Make specific links with academic content, vocational / industry sectors, employability skills and supporting predictable transition
- Develop tools for students to reflect on their wellbeing and signpost to online, external services and internal support

Theme 4: Culture of learning - Staff Development

- 200 staff have participated in MHFA training
- An emerging focus on staff wellbeing and recognising its impact on students

We will

- Provide professional development for all staff to apply aspects of social and emotional learning and promote understanding the risk factors to well-being
- Cultivate staff awareness of mental health problems
- Engage in the DfE Anna Freud Link Training
- Develop understanding of adolescent development and how the impact of adverse childhood experience and social isolation leads to poor mental health
- Understand and educate around the challenges posed by technology

Theme 5: Graduated approach to wellbeing support

WAVE 3: Personalised intervention to meet need, in college or external expertise. Potentially safeguarding / NHS

WAVE 2: Specific additional interventions for students needing more support including targeted tutorials, campaigns, mentoring, peer led activities. Access to online counselling services e.g. KOOTH

WAVE 1: Inclusive curriculum, teaching and learning environment, differentiated learning, co-production, restorative practice and policies which put people first. Universal access to information and resources e.g. promoting MindMate. Staff are wellbeing-aware.

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Theme 5: Graduated approach to wellbeing support

WAVE 1 **Universal**	*I'm In* and college environment - Curriculum design, delivery and assessment - Student voice, opportunities for co-design and production - Peer led approaches - Parent / community to overcome stigma and low aspiration
WAVE 2 **Targeted**	- Initial assessment is an analysis of need - Produce / review support plans with specialist assessment - Appropriate low-level support in college (including MHST) - Identify vulnerable / at risk groups
WAVE 3 **Personalised**	- Specialist pathways for guidance / referral - Review interventions at Wave 1 and Wave 2 to inform referral

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Referral pathways

- IAPT / Leeds Mental Wellbeing Service
- Mental Health Support Teams: Mindmate Space (under 18s service) high volume, low intensity services for young people
- Leeds School Wellbeing Service includes Mindmate standards, PSHCE and wellbeing resources and CPD, annual wellbeing survey
- Educational Psychology Team specialist support developing capacity and skills and an ecological approach
- CAMHS, MindMate Single Point of Access
- Voluntary sector e.g. Marketplace, Barca, Archway
- KOOTH online counselling for young people

Covid-19: issues for organisational recovery plan

- Acknowledge
- Role of managers / leadership
- Burden on the teacher
- Plan and identify support
- Empathy and care
- Establish routines
- Managing places and spaces
- Provide information
- Heightened anxiety
- Peer / informal support
- Increase camaraderie

- Channel feedback / voice
- Self care and resilience
- Respect diversity of response
- Harness external support
- Loss and bereavement
- Social / economic change
- Sickness
- Harmful behaviours
- Professional boundaries
- Immediate / long term
- Risk assessments

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References / Evidence base

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