



Mental Health Policy (req of AOC MHW Charter)

Audience	STUDENT
Requirement	ESSENTIAL
Policy Owner	DoSE
1st Delegation	SLT
Last Delegation	TSCQ
Review Cycle	Every 2 years
Last Review	May 20
Due for Review	May 22

In line with its strategic intent and aims, the College recognises it must support its students to overcome barriers in relation to their mental health and well-being to ensure they are successful in achieving their learning goals and obtain their career of choice. College, regional and national trends identify that the mental health and well-being of people is a priority.

Fareham College is completely committed to fostering a whole college approach in supporting students and staff with mental health conditions to ensure they realise their full potential and progress

Scope

Fareham College strives to foster a whole College approach that is committed to supporting student and staff mental health and wellbeing, through the following key aims;

- providing focused support for students at key points of transition into and out of the College and at all transition points where students may be particularly vulnerable;
- promoting healthy behaviour and positive mental health within the Colleges curriculum and wider curriculum activities
- ensuring that the early identification of students at risk is facilitated by a co-ordinated range of services and practices including course leaders, success coaches and the health and well-being teams;
- delivering effective student support services which are easy to access, meet the needs of a diverse student body, and are resourced sufficiently to meet demand;
- providing training and support for staff relating to mental health and wellbeing, connecting support for staff and students to mutual benefit and foster mutually supportive initiatives among staff and students;
- fostering collaborative working and strong partnerships with external organisations in the region and nationally to support the delivery of comprehensive mental health and wellbeing services;
- Using data and research to support mental health and wellbeing, conducting regular surveys, monitoring trends, devising improvement plans and measuring success

Aims

1. Leadership

The College recognises that improving student mental health and well-being involves a whole College approach to driving this, through the following:

- The Director of Student Experience leads on mental health and student well-being at Fareham College and has the responsibility of implementing, developing and improving mental health support, in line with the Colleges strategic objectives.
- The development and review of this strategy is supported by the work of the College well-being committee, where student mental health and well-being is reported on a termly basis before feeding into Governance reporting at TSCQ and full board.
- There is a dedicated link Governor (Emma Champion) responsible for student well-being, who regular liaises with the Director of Student Experience.
- There is a continuous review of mental health and well-being, via the safeguarding and mental health and well-being action plan, reviewed termly as an aspect of the well-being committee.
- Safeguarding, mental health and well-being is a standing Agenda item at student board

2. Transitions

Transition information is fundamental, in ensuring students are supported to achieve their goals whilst at College and are fully supported to develop and progress. Fareham College aims to achieve the following in relation to student transition.

- The Colleges careers and health-wellbeing teams work closely together to assess any self-declared mental health conditions prior to the students joining the College
- The Transition and Inclusion Officer, seeks transition information from all key feeder schools, prior to enrolment
- All student mental health disclosures are recorded pre entry and triaged as to further support requirements in advance of students enrolling
- Students from ISPs and PRU's, have an interview which are conducted jointly and undertaken by the careers centre coordinator and health and well-being coordinator, to ensure needs can be met and support coordinated in advance of students joining the College
- Prior to enrolment, those students triaged as requiring further support and are invited to attend a summer transition programme, built on a model of promoting and building resilience
- The students identified as requiring support pre-entry are then allocated a Health and Well-being Officer who in the first 4 weeks develops a student well-being plan, designed to set small achievable targets around self-esteem, resilience etc. These are reviewed regularly by the Course leader and H&WB team
- All transition information is shared with others on a "need to know" basis, to ensure there is a coordinated and joint approach to supporting the students well-being. This is recorded on the students ILP (ProMonitor)

Future Plans:

- Ensure the same model is adopted for the Apprenticeship cohorts

3. Prevention

Prevention through education is also a fundamental obligation of the College, this is done by:

- Offering a comprehensive tutorial programme, which encompasses 6 cornerstones of coverage.:
 - Settling into College life
 - Study skills development
 - Health and Well-being
 - Next steps
 - Employability
 - Growth mind set
 - Resilience building
 - Celebration of Successes
- Weekly tutorial bulletins, that always have included an aspect of health, well-being and safety (top tips for supporting your well-being)
- An ever-expanding enrichment programme, with a varied programme of activities designed to support the health and well-being of students

- A dedicated programme 'Boost' designed to be delivered to the most vulnerable cohorts.

4. Early Intervention

Through transition and triage pre entry and staff training, the College endeavours to identify students swiftly and ensure appropriate referrals are undertaken

5. Support

- The College has implemented a dedicated team, responsible for supporting students with their health and well-being, which is reviewed regular to ensure the resource requirements meets need.
- The Colleges RESPECT, behaviour management and fitness to study policies, all provide support mechanisms, in which students will not suffer any prejudice and will be fairly treated in recognising a diagnosed mental health condition as a disability, as defined by the Equality Act 2010. The College will regularly use these policies to ensure reasonable adjustments are made to students learning, in order to support the student's successful achievement of their learning goals.
- The College has also implemented success coaches, who have the capabilities and capacities to review individual students progress and identify a need for additional specialist support services in a timely manner
- The College will continue to grow its relationships with external service providers, so students are referred to appropriate and specialist services in a timely manner

6. Staff

- The College is committed to staff well-being and the Deputy Principal CQI, works with the Director of People and Culture to ensure staff well-being is reviewed and reported through the well-being committee
- The Health and Well-Being team and safeguarding leads, have monthly supervision to support their own well-being when dealing with students with significant mental health conditions
- Specialist staff providing Health and Well-being support, are all trained to a minimum requirement, which includes: L2 Mental Health qualification, Mental Health First Aid and First Aid training.
- A designated member of each team within the College has received mental health first aid training, with a view that they champion mental health and well-being within their teams
- Staff training regular incorporates mental health training as well as supporting staff to improve their own well-being

Future Plans:

- Staff supervision sessions to be rolled out as of September 2020
- Fortnightly staff briefings on safeguarding, health and well-being to be circulated

7. Partnerships

Partnership working is vital to ensure students are supported appropriately and a multi-agency approach to care is provided, to ensure all needs are met. The College does not take the lead on treating the mental health condition and therefore does not have a counsellor on site. However there are strong partnerships formed with key partners, including CAMHs, I-Talk, Moving On and Catch 22. The College also ensure partnerships are further developed through the following measures:

- The College is a member of and attends the Hampshire Safeguarding Children's Partnership, the Fareham and Gosport Safeguarding Forum, the Local Children's Partnership Strategic Board and the Wessex Student Support group, where key partners from health (CAMHs) and other bodies also attend, to ensure relationships are successfully developed
- The College also strives to develop relationships with leads in other schools and Colleges, to ensure partnership working is adopted and transition work developed.

8. Key Performance Measures:

- Outcomes for students who declare a mental health concern will be at least in line with the College average
- Staff surveys will demonstrate that 97% of students feel adequately supported from a health and well-being perspective
- All referrals to external partners will be actioned and agreed within a suitable time frame (approx. 4 weeks)