Barton Peveril Sixth Form College

MENTAL HEALTH POLICY STUDENTS

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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. According to the NHS Mental Health of Children and Young People in England 2023 report, 23.3% of 17-19 year olds had a probable mental health issue.That is approximately six students in every classroom. Rates are twice as high for young women compared to young men. 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. In doing so, we aim to keep those students in education and make good progress in their learning relative to their starting points.

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 Child Protection and Safeguarding Policy in cases where a student's mental health overlaps with or is linked to a 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
- Director of Student Support
- Health and Wellbeing Manager/Senior Mental Health Lead
- Counselling Coordinator and the team of counsellors
- Mental Health Practitioner
- College Nurses
- Student Progress Advisers
- Emotional Literacy Support Assistants (ELSAs)

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 all staff are aware, '...that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation' and that where, '...children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, and education.' (Keeping Children Safe in Education September 2025)

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 Student Support Academic Skills 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, where possible. Students complete a Health and Wellbeing survey in the first term to ascertain any disclosed or previously undisclosed mental health conditions, providing the College with a more thorough audit of mental health needs.

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. Health and Wellbeing Manager, 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

When necessary, the college may contact the medical professionals 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.There are four stages to the Fitness to Study Guidance. The first stage is an initial meeting with a student with a suspected or declared health concern (physical or mental health).

If targets from the initial meeting are not met or there is a decline in a student's health and progress is not being made then Step Two is carried out. This comprises a Fitness to Study Assessment led by an SPA and could include the student, parent (s), carer(s) and additional evidence from medical professionals. Targets will be set and students may be required to engage with support as part of their continuation at college.

Step Three results from serious concerns about a student's capacity to continue at college and reasonable adjustments may be agreed with conditions and appropriate evidence.

Step Four occurs when a student's health concerns are severe enough that they are unable to make progress and their Fitness to Study will be reviewed by the Vice Principal Students and Progress or the Director for Students and Progress,

who may decide that a student is not well enough to access education at this time and their place at college may be withdrawn.

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 & Wellbeing website 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. In October we also provide a Health and Wellbeing Fair for all students to mark World Mental Health Day.

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, either in Focus or CPOMs.

12. Policy Review

This policy will be reviewed every year. The next date of the Policy review will be October 2026

Annex A: Barton Peveril Provision

Counselling

Students can access 1:1 counselling by submitting a referral form, found on the Health & Wellbeing site via MyBarton homepage. The Counselling Coordinator will assess and risk check the referral and the Wellbeing receptionist will email the student to book an initial assessment appointment either by phone or in person. Students are then allocated to the next available counsellor. Our team of qualified counsellors and volunteer trainee counsellors, offer 6 sessions, 50 minutes long, on a day and time that fits with the student timetable. Our team uses a variety of counselling modalities such as Transactional Analysis, Person Centred and CBT.

Emotional Literacy Support Assistants

The ELSA role is to provide essential support to students who are not thriving academically and require strategies to manage their emotional difficulties. Students participate in a six-session ELSA programme specific to their needs. They are referred to ELSAs by SPAs, Health and Wellbeing or Academic Skills.

Mental Health Practitioner

Using CBT informed approaches and guided self help, mental health support sessions aim to give a toolbox of strategies to empower students to manage their own mental health. Six 50 minute sessions are offered primarily for mental health difficulties such as anxiety, low mood and stress.

College Nurses

Our college nurses support students' physical and mental health and provide and manage the college first aid roster, and department first aiders. Nurse consultations are bookable or students can drop in for advice, support or a listening ear.

Wellbeing Mentors

These students have been awarded or are studying for the Level 2 Counselling Award, and have undergone appropriate training to offer peer support on a one to one basis on a variety of issues. Wellbeing Mentors also organise events throughout the year, and support student transition. Meetings can be booked via

the Wellbeing Mentor page on the Health & Wellbeing website, or by emailing health-and-wellbeing@barton.ac.uk

Q-XTRA:

A variety of Q-Xtras are offered each year i.e. Anxiety Management, BrainWaves. Managing Anxiety, for example, is a 6 week programme that enables students to understand their anxiety. The course is an introduction to different strategies and techniques to help manage their condition and will run in response to interest and student sign up.

One-Off Wellbeing Support Sessions

Students can access 30 minute bookable wellbeing support sessions via the Health & Wellbeing site. Members of the Health & Wellbeing Team offer bookable appointments throughout the week for students who want to talk through support options or just want to talk and need a listening ear.

Health & Wellbeing Hub

Students are asked to sign in when arriving at the Health & Wellbeing department, and are usually greeted by our Health & Wellbeing Receptionist (and sometimes Stanley, our college dog). Students struggling or in crisis, are able to use our quiet Hub to decompress, calm down and re-balance. Our Health & Wellbeing Receptionist is available as a listening ear and to signpost if needed.

The Student Health & Wellbeing Communications Sites

The HWB Site 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/hwb/home**

We also offer wellbeing books and resources in the Glyn Library and half termly newsletter which highlight relevant college events and signpost external agencies and wellbeing events.

Annex B: Outside Agencies: Signposting

National websites and phone numbers

ITALK	www.italk.org.uk
NHS 111 to access specialist mental health support 24 hours a day, 7 days a week	Call 111
Young Minds	www.young.minds.org.uk or text YM to 85258
Beat (eating disorder charity)	www.beateatingdisorders.org.uk
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.samaritans.org 116 123
Obsessive Compulsive Disorder	www.ocduk.org
Papyrus (prevention of young suicide)	https://www.papyrus-uk.org/

Local websites

Hampshire CAMHS	https://hampshirecamhs.nhs.uk/
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
Kooth	www.kooth.com
Yellow Door (Domestic & sexual abuse support)	https://yellowdoor.org.uk/services/
Simon Says (Bereavement Support up to age 18)	https://www.simonsays.org.uk/young-people/
Eastleigh Young Carers Project	https://1community.org.uk/support-at-home/young-carers/

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