



London Design & Engineering UTC

Well-Being Policy Staff and Learners

Prepared by	Gloria Gold, Vice Principal, LDE UTC
Acknowledgements	Ema Mendes Martins, HR Manager, LDE UTC Judicium
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Version Control Table

Version	Date	Amended by	Rationale
0.1	18/08/2021	Gloria Gold	First draft of new policy which replaces the previous wellbeing policy
1.0	23/09/2021		Version approved by the Board of Directors

Guidance on version Control:

The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2 etc until such point as the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or if it's a major update, 2.0. Do not worry about the numbers going up and up its about getting the policy right – it's all fine.

WELL-BEING POLICY

Policy Coverage

THE POLICY APPLIES OR COVERS THE FOLLOWING GROUPS			
Type of Learner	Tick (✓)	Type of Stakeholder	Tick (✓)
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	
Key Stage 5 (KS5) A Levels	✓	Employers	
Apprentices	✓	Visitors / Contractors	

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1. Scope

At the London Design and Engineering UTC, we aim to promote positive mental health and well-being for every member of our staff and learner body. We pursue this aim using both whole college approaches and specialised, targeted interventions for individuals.

“Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community”. (World Health Organization 2013)

We recognise that every member of our college community has mental health which needs looking after, in addition to promoting work practices and strategies to promote positive mental health and well-being for all, we aim to recognise and respond to mental ill health, whether this be mild, moderate or severe.

In England and Wales, the 2017 Government Green Paper on children and young people’s mental health in schools, ‘[Transforming Children and Young People’s Mental Health Provision](#)’ clearly showed a need for an improvement in mental health services both in schools and within the wider community for children and young people.

Some key findings included:

- One in eight (12.8%) 5 to 19 year olds had at least one mental disorder when assessed in 2017
- Emotional disorders were the most prevalent type of disorder experienced by 5 to 19 year olds in 2017 (8.1%)
- Rates of mental disorders increased with age. 5.5% of 2 to 4 year old children experienced a mental disorder, compared to 16.9% of 17 to 19 year olds.
- Emotional disorders have become more common in five to 15 year-olds – going from 4.3% in 1999 and 3.9% in 2004 to 5.8% in 2017. All other types of disorder, such as behavioural, hyperactivity and other less common disorders, have remained similar in prevalence for this age group since 1999

It also brought to light public concern about escalating children/young people’s mental health issues and limited resources both within schools / colleges and within the community. This has not abated with the pandemic and if anything a greater awareness and concern of escalating mental health issues are even more at the forefront of thinking in education.

In an average classroom, three children 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 learners and staff affected both directly and indirectly by mental ill health.

It is known, that good mental health starts in childhood, 75% of adult mental health problems start before someone is 18 years old (Action for Children 2020). We as a college want to make a positive impact on the mental health and well-being of our young people, as well as building resilience and reducing stigma around mental health. Part of this will be equipping our young people to be able to articulate their emotions and have the right vocabulary to talk about their own mental health. This will enable our young people to look after their mental and physical health, build positive relationships, ask for help if needed and to set and follow their own academic and personal goals and reach their full potential. If children’s emotional needs are unmet, the impact on teaching and learning will be considerable.

2. Aims

This document describes the college's approach to promoting positive mental health and wellbeing amongst all its stakeholders.

This policy should be read in conjunction with our safeguarding and RSE policies in cases where a learner's mental health and well-being overlaps with or is linked to a medical issue and the SEND policy where a learner has an identified special educational need. For staff it should be read alongside the Appraisal Policy, Managing Sickness Absence policy, Staff Capability policy and Staff Code of Conduct.

This policy aims to:

- Raise the profile for the whole college community of the importance of positive mental health and well-being, including staff, learners and the wider school community
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health in themselves, colleagues and learners
- Provide support to staff working with young people with mental health issues
- Provide support to learners suffering mental ill health, their peers and parents or carers

Furthermore, for staff the aims are to:

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims.

3. Key Personnel

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

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL) Mental health lead and mental health first aider Staff Wellbeing Lead	Gloria Gold Vice Principal	Tel: 0203 019 7333 Mob: 07808525876 Email: gloria.gold@ldeutc.co.uk

ROLE/ORGANISATION	NAME	CONTACT DETAILS
Deputy DSL	Ana Grigore Assistant SENCO	Tel: 0203 019 7333 Email: ana.grigore@ldeutc.co.uk
	Jonny Morgan Head of Year 12	Tel: 0203 01973333 Email: jonny.morgan@ldeutc.co.uk
Mental Health First Aider	Carla Doak	Email: Carla.doak@ldeutc.co.uk
Staff Wellbeing	Ema Mendes-Martin	Email: HR@ldeutc.co.uk
Chaplaincy	Sister Therese Bora Edward Badu	Email: chaplaincy@ldeutc.co.uk

Any member of staff who is concerned about the mental health or wellbeing of a learner should speak to the Mental Health Lead in the first instance.

If there is a concern that the learner is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the DSL in person and via email, as well as documentation on Safeguard. See Safeguarding Policy for further detail.

If the learner presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting first aid staff, contacting the emergency services if necessary and contacting the learner's next of kin.

Where a referral to Child and Adolescent Mental Health Service (CAMHS) is appropriate, this will be led and managed by Gloria Gold, DSL and Mental health lead. Guidance about referring to CAMHS is provided in **Appendix A**.

4. Promoting Staff Well-being

LDE UTC is committed to promoting positive mental, physical and emotional wellbeing and will provide suitable support for all members of staff.

4.1 Role of all staff

All staff are expected to:

- Treat each other with empathy and respect
- Keep in mind the workload and well-being of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their well-being and let other members of staff know when they need support
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their well-being

4.2 Role of line managers

Line managers are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the college's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance.
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about and access to external support services
- Help to arrange personal and professional development training where appropriate
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work

4.3 Role of senior staff

The Vice Principal – Personal Development, leads on College well-being.

Senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the well-being of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives

- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the College
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff well-being, such as training opportunities (see <https://ldeutc.padlet.org/GloriaGold/LDEUTCWellbeing>)
- Promote information about and access to external support services (see Padlet)
- Organise extra support during times of stress, such as Ofsted inspections

In order to support the college's learning, the HR Manager will arrange exit interviews with resigning staff to help identify any well-being issues that may have led to their resignation.

LDE UTC recognises the value of good management practice, with systems in place to effectively manage staff and encourage a partnership approach with staff, and workplace unions by:

- Fostering a supportive work environment, operating in a fair and consistent manner.
- Promoting a healthy workplace and practices that ensure that members of staff can develop a healthy mind.
- Paying attention to any indication of changes in performance or behaviour in staff and promote sympathetic alertness to staff who show signs of being under stress.
- Understanding the differing needs of staff, at different points and events during their life cycles, and offer support accordingly, if and when required.
- Following agreed procedures when there are concerns or absence due to work related stress and other mental-health and well-being problems, including occupational health support.
- Ensuring that a return-to-work policy is established in the workplace that is supportive of staff both while absent and upon return to work.
- Carrying out a risk assessment, where necessary, and especially when concerns have been raised, as soon as possible.
- Carefully planning and agreeing work-life balance solutions including flexible working practices where possible and appropriate.
- Managing pressures, which may affect staff, including the impact of workload pressures, and anticipate likely problems, taking action to reduce the effects of these pressures where possible and review regularly by gaining staff feedback.
- Conducting an annual survey of staff, including a section on health and wellbeing, and share and act upon results.

All staff need to:

- Seek support or help when they think they are experiencing a problem, if possible, to a clearly identified line manager.

- Act in a manner that respects the health and safety needs of themselves or others whilst in the workplace.
- Consider wellbeing support mechanisms offered e.g. our free Employee Assistance Programme (EAP) is a confidential 24/7 telephone line manned by accredited counsellors who are there to help staff with any matters they are worried about (work based or in their personal lives). This service also offers some face-to-face counselling where needed and other excellent benefits.
- Where possible, be alert of any indication of changes of behaviour in colleagues and promote sympathetic alertness to colleagues who show signs of stress.

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep learners safe.

Training opportunities for staff, who require more in-depth knowledge, will be considered as part of our continuing professional development. Additional CPD will be supported throughout the year where it becomes appropriate, due to developing situations with one or more learners

Suggestions for individual, group or whole college CPD should be discussed with the mental health lead, Gloria Gold, who can also highlight sources of relevant training and support for individuals as needed.

5. Teaching about Mental Health

The skills, knowledge and understanding needed by our learners to keep themselves and others physically and mentally healthy and safe are included as part of Learning for Life (PSHE) programme. This includes and incorporates statutory relationships and sex education (RSE). Amongst other things, there will be a particular focus on emotional literacy and language used to express mental health and wellbeing.

The specific content of the Learning for Life Programme will be constantly reviewed to suit the specific needs of the cohort we are teaching. There will always be an emphasis on enabling learners to develop the skills, knowledge, language and confidence to seek help, as needed, for themselves or others.

Learner, staff and parent feedback, as well as local and national evidence-based research will be used regularly to feed into all teaching of mental health and wellbeing.

6. Signposting

We will ensure that staff, learners and parents are aware of sources of support within college and in the local community. What support is available within our college and local community, who it is aimed at and how to access it is outlined in Appendix B and in the mental health and wellbeing section of the college website

A range of relevant sources of support can be found within our Digi-Briefing Padlet <https://ldeutc.padlet.org/info/digisector> and displayed in key locations around the college.

Whenever we highlight sources of support, we will increase the chance of learners help-seeking by ensuring learners understand:

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

7. Recognising Warning Signs

College staff may become aware of warning signs, which indicate a learner 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 with the DSL / Mental Health Lead immediately and recorded on Safeguard Software and/or by email on safeguarding@ldeutc.co.uk

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
- Skipping Sports or getting changed secretly
- Lateness to or absence from college
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Loss of interest in hobbies

When assessing the problem, the following will be considered:

1. The duration of the changes
2. The severity
3. The impact
4. The complexity
5. The context

8. Managing Disclosures

A learner may choose to disclose concerns about themselves or a friend to any member of staff, so all staff need to know how to respond appropriately to a disclosure (see Child Protection and Safeguarding Policy and Procedures)

If a learner chooses to disclose concerns about their own mental health and wellbeing or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen rather than advise and first thoughts should be of the learner's emotional and physical safety rather than of exploring 'Why?' For more information about how to handle mental health disclosures sensitively see **Appendix C**.

All disclosures should be recorded in writing and held on the learner's confidential file, by documenting on Safeguard. This written record (as per any disclosure), should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Who the information disclosed to?

9. Confidentiality

We should be open from the outset with learners regarding the issue of confidentiality – you should always inform the learner that you may not be able to keep what they have disclosed confidential as you need to ensure their safety and the safety of others. If it is necessary for us to pass our concerns about a learner on, then you should discuss with the learner who we are passing these concerns onto: who we are going to talk to, what we are going to tell them and why we need to tell them

Ideally, we would request a learner's consent, though there are certain situations when information must always be shared with another member of staff and / or a parent. This includes situations relating to safeguarding protocols, for learners up to the age of 18.

It is always advisable to share disclosures with a colleague, usually the Mental Health Lead, or a Designated Safeguarding Lead. This helps to safeguard our own emotional wellbeing as we are no longer solely responsible for the learner's mental health and well-being concern, it ensures continuity of care in our absence; and it provides an extra source of ideas and support. We should explain this to the learner and discuss with them who it would be most appropriate and helpful to share this information with.

Parents must always be informed if a learner is at risk of or has been harmed immediately without delay. In some circumstances, if lowered risk, learners may choose to tell their parents themselves, which is also encouraged. If this is the case, the learner should be given 24 hours to share this information before the college contacts parents. We should always give learners the option of us informing parents for them or with them.

If a young person gives us reason to believe that there may be underlying child protection issues, before parents are contacted, the Designated Safeguarding Lead must be informed immediately in person, with concern clearly documented on Safeguard and/or by emailing safeguarding@ldeutc.co.uk

10. Health Care Plans and Risk Assessments

It is helpful to draw up either an individual health care plan or risk assessment for learners causing concern or who receive a diagnosis pertaining to their mental health.

The plan should always involve the learner, the parents, the relevant Head of Year, a member of the Senior Leadership Team and relevant health professionals, where possible.

This can include:

- Details of a learner's condition
- Special requirements and precautions
- Level of risk to self or others
- Medication and any side effects
- What to do and who to contact in an emergency
- Preventative measures

11. Supporting Parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents, we should consider the following questions (on a case-by-case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At college, at their home or somewhere neutral?
- Who should be present? Consider parents, the learner, and other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues. We should be accepting of this and give the parent time to reflect.

We should always highlight further sources of information and give leaflets to take away where possible. Sharing sources of further support aimed specifically at parents can also be helpful too, e.g. parent helplines and forums. See **Appendix D**.

We should always follow up with parents, after disclosures have been discussed, to allow them to ask further questions and consider booking in a follow-up meeting or phone call right away, as parents often have many questions as they process the information. Finish each meeting with agreed next steps and always keep a brief record of the meeting on the child's confidential record.

In order to support all parents, we will:

- Highlight sources of information and support about common mental health and wellbeing issues on our college website, social media and through our monthly wellbeing emails.
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child or a friend of their child.

- Make our positive mental health and well-being policy easily accessible to parents.
- Keep parents informed about the mental health topics their children are learning about in Learning for Life and share ideas for extending and exploring this learning at home.

12. Supporting Peers

When a learner is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by-case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations with the learner who is suffering and their parents.

Additionally, we will highlight:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Learners in the Sixth Form have the opportunity to train as Mental Health Ambassadors through our partnership with States of Mind. They are able to support younger learners during tutor time.

Appendix A: CAMHS Referrals

How to Refer

If you are 16 - 18 and you live or study in Newham, you can self-refer to Newham CAMHS by phone or online.

Self-refer by phone - Call 0208 430 9000 between 9am and 5pm

Self-refer online - 24 hrs a day [here](#).

That means you don't need to fill out a form by hand and post it or hand it in, it can all be done confidentially and safely online.

If you are under 16, you will need an adult to send the form in on your behalf. This can be a parent, carer, a teacher or anyone else you trust.

If you are a parent or other adult that is concerned about a young person's mental health, you can fill in the form as well.

You can find the online referral form [here](#).

There is also a form for professionals to fill in [here](#). That might be a GP, social worker, teacher or other health professional.

Appendix B: External Support

External Mental health, wellbeing and safeguarding links:

Learner Mental Health and Wellbeing:

<https://youngminds.org.uk>

<https://www.headstartnewham.co.uk>

<https://www.mind.org.uk/information-support/for-children-and-young-people/>

<https://www.youngstonewall.org.uk>

<https://www.nhs.uk/mental-health/nhs-voluntary-charity-services/nhsservices/children-young-people-mental-health-services-cypmhs/>

<https://www.place2be.org.uk>

<https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/>

Staff Mental Health and Wellbeing

<https://www.mentalhealth.org.uk>

<https://www.nhs.uk/mental-health/nhs-voluntary-charity-services/nhsservices/>

<https://www.mindful.org/meditation/mindfulness-getting-started/>

<https://www.elft.nhs.uk/Professionals/Information-for-ELFT-Staff/People-Culture/Staff-Wellbeing>

[EAP Provider: Carefirst:](#)

0808 168 2143 Information and support 24/7 www.carefirst-lifestyle.co.uk

Username: LDEUTC

Password: wellbeing

Appendix C: Internal Support

Counselling

We have a College Counsellor, Sandra Fabowale, for learners who have worries or feelings that they find hard to cope with or just want to understand better. Referrals to the counsellor are made via the Pastoral Team but we do have weekly drop-in sessions also available.

Chaplaincy

Our Chaplaincy Team, Edward Badu and Sister Theresa Bora, are based in The Haven, they are available for both learners and staff and offer a safe space for learners and staff to be listened to.

EMHP

We are very fortunate to be hosting a Trainee Educational Mental Health Practitioner from April 2021. Referrals are made via the Pastoral Team – spaces are limited.

Monthly Wellbeing and Safeguarding Updates

Monthly wellbeing and safeguarding newsletters are shared with parents, and can be found here: [Safeguarding Newsletters](#)

Mental Health Champions

We have two trained Mental Health Champions and First Aiders, Carla Doak and Gloria Gold who work full time at the college.

Learner Mental Health Ambassadors

A number of our Year 12 learners have had training through our partnerships with States of Mind <https://www.statesofmind.org> and are able to support our younger learners.

Appendix D: Wellbeing Initiatives (Staff)

The UTC offers the following well-being initiatives to staff:

- **Staff well-being committee (SMILE):**
Members of staff have set this committee up to support well-being amongst staff. Events/team outings are often arranged
- **Multi-faith Chaplaincy:**
The Haven room located on site is a space which has been created to help you think about how faith, spirituality and values shape who we are and the choices we make in life. It is a place where you can talk to someone, a place to unwind or if you want to make a difference in your community, the Chaplains can help.
- **Occupational Health Service:**
LDE work with an external company to provide a high-quality Occupational Health service.
- **Advise and counselling service:**
Our free Employee Assistance Programme (EAP) is a confidential 24/7 telephone line manned by accredited counsellors who are there to help staff with any matters they are worried about (work based or in their personal lives). This service also offers some face-to-face counselling where needed and other excellent benefits.
- **Cycle2work scheme:**
Cycle to work is a government initiative that was introduced in 2001 to encourage more people to commute to and from work by bike, enabling people to make healthier choices and reducing the UK's carbon footprint. The initiative also allows you to make huge Tax and National Insurance savings on the cost of a new bike and safety accessories. These savings are achieved via salary sacrifice and managed by the LDE UTC.
- **Discounted Gym:**
A discounted gym membership at UEL SportsDock is available for all LDE UTC staff.
- **Flexible working and Working from Home:**
We are happy to be able to offer flexible working to our staff and most staff members take advantage of this and work from home 20% of the week in some shape or form.

LDE UTC also have a well-being working group where ideas to improve well-being are discussed and actions taken to improve well-being within the College. Staff can access further information about the Well-being Working Group Padlet, found [here](#).