

# AcSEED Self Assessment Form – Secondary Schools

## Self Assessment Instructions

This template should be used to assess the emotional wellbeing and mental health provisions currently implemented by your school.

To complete the self assessment:

1. Save a copy of this document with your school <LA>-<DfE Number> appended to the filename (eg “AcSEED Secondary 123-4567.doc”).
2. Complete the ‘School Information’ section, including the date on which you performed the self assessment.
3. For each key area:
  - a. Use the ‘School Assessment’ column to describe how your school currently addresses each of the AcSEED criteria.
  - b. Use the ‘Evidence’ column to describe what tangible evidence exists for each of the school’s wellbeing provisions.
  - c. AcSEED criteria categorised as **[Advanced]** are recommended by The AcSEED Initiative, but are not mandatory to qualify for The AcSEED Award.
4. Use the ‘Further Information & Improvement Plans’ section to describe any wellbeing measures that are currently implemented by the school but not covered by the AcSEED criteria, and any specific improvements that are planned.
5. Submit the completed assessment form to: [admin@acseed.org](mailto:admin@acseed.org) (it is not necessary to send any items of evidence at this stage).

The AcSEED Initiative will confirm receipt of your self assessment, and will then review the application with one of the following outcomes:

- a. A request for further information/clarifications as needed, for some limited samples of evidence, and for confirmation that the school would be agreeable to their wellbeing provisions being published on the AcSEED accredited school directory.
- b. Identification of areas deemed to be deficient with respect to the AcSEED criteria together with suggested improvements.

If the review team are satisfied with the further information/clarifications and sampled items of evidence, they will issue confirmation that the school meets the expectations of the AcSEED criteria and qualifies to receive The AcSEED Award.

If you need any further information on completing the AcSEED Self Assessment Form please send an email to: [admin@acseed.org](mailto:admin@acseed.org)

School Information	
<b>School Name:</b>	Hills Road Sixth Form College
<b>School DfE Number:</b>	8738600
<b>Address:</b>	Hills Road, Cambridge
<b>Post Code:</b>	CB2 8PE
<b>Tel. Number:</b>	01223 247251
<b>Fax Number:</b>	N/A

  

School Contacts	
<b>AcSEED Administrator:</b>	Anna Moore
<b>Email:</b>	<a href="mailto:amoore@hillsroad.ac.uk">amoore@hillsroad.ac.uk</a>
<b>Tel:</b>	01223247251
<b>Emotional Wellbeing Co-Ordinator:</b>	Maggie Treherne & Sophie Hughes
<b>Email:</b>	<a href="mailto:mtreherne@hillsroad.ac.uk">mtreherne@hillsroad.ac.uk</a> & <a href="mailto:shughes2@hillsroad.ac.uk">shughes2@hillsroad.ac.uk</a>
<b>Responsible SMT member:</b>	Lucy Edevane
<b>Email:</b>	<a href="mailto:ledevane@hillsroad.ac.uk">ledevane@hillsroad.ac.uk</a>

  

School Self Assessment	
<b>Date of Assessment:</b>	15.05.18
<b>Assessment Form Completed by:</b>	Lucy Edevane, Maggie Treherne, Sophie Hughes and other members of the College's Mental Health Steering Group

## Key Area: Leadership, Management and Managing Change

To ensure effective deployment of emotional wellbeing support, it is important that strategy and plans are endorsed by all levels of school leadership. There should be clear organisational structure and responsibilities, and a focus on continuous improvement.

AcSEED Best Practice Criteria	School Assessment (description of current provision)	Evidence (indicate attachments)
<p><b>The Senior Management Team acknowledges the importance of emotional wellbeing, and has appropriate organisational structures and responsibilities defined.</b></p> <p><b>Evidence:</b> SMT organisation chart or other definition of responsibilities.</p>	<p>The Associate Principal (Student Services and Support) has responsibility for overseeing wellbeing provision in the college. The College has a Mental Health Steering Group which consists of the Guidance Leadership Team (Heads of Year 12 and 13, Student Services Manager and Associate Principal), the two Wellbeing Coordinators and the College Counsellor. The group meet every fortnight throughout the year and every week in the Autumn term whilst planning the College's Wellbeing Days. Members of the student council are also invited to attend these meetings.</p> <p><b>Best practice: Mental Health Steering Group.</b></p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>College Organisational Chart 2017-18</li> <li>Student Support and Services Structure 2017</li> </ul>
<p><b>There is a named member of the Senior Management Team (SMT) with overall responsibility for emotional wellbeing.</b></p> <p><b>Evidence:</b> None required.</p>	<p>The Associate Principal (Student Services and Support) has overall responsibility for student wellbeing and is the designated safeguarding lead for the College. The Deputy Principal (Teaching and Learning, Curriculum) has overall responsibility for staff wellbeing.</p> <p><b>Best practice: Dedicated deputy principal responsibility for staff wellbeing.</b></p> <p><b>PASS</b></p>	
<p><b>There is a named member of staff with specific training and responsibility for co-ordinating emotional wellbeing procedures and services.</b></p> <p><b>Evidence:</b> Qualifications and/or training undertaken by wellbeing co-ordinator.</p>	<p>The Associate Principal (Student Services and Support) has overall responsibility for emotional wellbeing procedures and services. Planning and delivery of training for staff and support for students is the remit of the HR department and Mental Health Steering Group respectively. One of the College's Wellbeing Co-ordinators is trained as a Mental Health First Aider and delivers training to the guidance, study skills and student services teams as well as to other interested members of staff. The Associate Principal delivers induction and</p>	<ul style="list-style-type: none"> <li>List of staff training</li> </ul>

	<p>refresher training on safeguarding to staff. All members of the Guidance Leadership Team are trained to designated person standard. CPD is ongoing for the Mental Health Steering Group and some examples are given to the right</p> <p>NG: Multiple roles bringing a range of knowledge and experience, but clear overall responsibility.</p> <p>PASS</p>	
<p><b>[Advanced] Emotional wellbeing provisions are regularly reviewed and improved through the School Development Plan.</b></p> <p><b>Evidence:</b> Relevant excerpts from the current school development plan.</p>	<p>Review of processes and wellbeing provision are undertaken through the annual department self-assessment which includes surveying the student support and services teams as well as planning improvements through GLT and the MHSG.</p> <p>PASS</p>	<ul style="list-style-type: none"> <li>• Department Self-Assessment - Guidance July 2017</li> <li>• DSA Guidance Staff Survey results 2017</li> <li>• Extract Guidance development plan 2017</li> <li>• Extract of College Self-Assessment Report 2016-17</li> </ul> <p>Evidence: Extract from Guidance Development Plan 2017 illustrating emotional wellbeing and mental health support initiatives.</p> <p>Response: Good range of emotional wellbeing and mental health topics covered.</p> <p>PASS</p>
<p><b>[Advanced] School Governors play an active role in setting the emotional wellbeing strategy, and are regularly informed about status and progress.</b></p> <p><b>Evidence:</b> Minutes of Governors meeting in which AcSEED and/or wellbeing support is reviewed.</p>	<p>Governors receive an annual safeguarding briefing which includes an update on wellbeing support within the College. Student wellbeing is identified on the college risk register, the focus being on the College's ability to meet the growing demand for social, emotional and mental health needs of the student body. Updates on the risk register are considered by the audit committee and corporation once a term.</p> <p>NG: Governors receive annual briefing, but no evidence of further engagement.</p>	<ul style="list-style-type: none"> <li>• Minutes of corporation meetings 24<sup>th</sup> July 2017 and 18<sup>th</sup> October 2017</li> <li>• Safeguarding Briefing notes – presentation to governors Oct 2017</li> </ul> <p>Evidence: Safeguarding Briefing notes – presentation to governors Oct 2017</p> <p>Response: Very good presentation to governors with a lot of information and stats.</p> <p>PASS</p>

<b>Key Area: Policy and Procedure</b> Policies and procedures are important to describe how the school’s wellbeing strategy is deployed in practice. They should define expected behaviours, and describe the consequences of the policies and procedures being breached.		
AcSEED Best Practice Criteria	School Assessment (description of current provision)	Evidence (indicate attachments)
<p><b>The school has policies and procedures in place that actively support and promote student emotional wellbeing.</b></p> <p><b>Evidence:</b> List of relevant policies and procedures, and attach one or two examples.</p>	<p>The College has a wellbeing commitment for students and a separate one for staff. There is also a 'Concern pathway' which is used by wellbeing and guidance staff if a student presents with mental health issues. A fitness to study policy supports students who face barriers to education because of physical or mental health issues.</p> <p><b>Best practice: Wellbeing Commitments for both students and staff.</b></p> <p><b>Best practice: Concern pathway.</b></p> <p><b>Clarification: Is the 'Wellbeing Commitment' for students available on the college's website (we couldn't find it)?</b>  <b>Response:</b> This is on the College’s public website under the Freedom of Information tab here and also on the internal SharePoint site for students who can access it here.  <b>NG:</b> Links available in email. Not a terribly intuitive flow through the webpages, but they are there.</p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>Wellbeing commitment - students</li> <li>Wellbeing commitment - staff</li> <li>Concern Pathway and Referral routes for tutors</li> <li>Fitness to Study Policy</li> <li>Safeguarding Policy</li> <li>Single Equality Scheme</li> <li>Referral guidelines for tutors</li> </ul> <p><b>Evidence: Wellbeing commitment – students.</b>  <b>Response: Wellbeing commitments for staff and students both available on website. Content looks adequate. PASS</b></p>
<p><b>All school staff and Governors are aware of the school's emotional wellbeing policies.</b></p> <p><b>Evidence:</b> Examples of communication.</p>	<p>The Wellbeing Commitment for staff is produced as part of the 'benefits for staff' booklet issue by the HR department and is available on the College SharePoint site. It is also displayed as a hard copy in the staffroom. The revised Fitness to Study policy was considered by the corporation in their meeting on 18<sup>th</sup> October 2017. The Fitness to Study Policy was promoted in a guidance meeting on 25<sup>th</sup> September 2017 and in a whole staff meeting on 30<sup>th</sup> October 2017.</p> <p><b>Clarification: How are staff informed about the content of the 'Wellbeing Commitment' for students?</b>  <b>Response: Staff meeting August 2015 power point slide 13 refers.</b></p>	<ul style="list-style-type: none"> <li>Screenshot of HR staff area of website</li> <li>HR Guide to Employee benefits 12072017</li> <li>Screenshots from staff policies page</li> <li>Corporation agenda 18.10.17</li> <li>Guidance team minutes 25<sup>th</sup> Sept 2017</li> <li>Staff meeting agenda 30 Oct 2017</li> </ul>

	<p>NG: Ppt includes 2 slides related to emotional wellbeing, including a pointer to the wellbeing commitment for students. The ppt is from 2015, so not clear that staff receive regular reminders (and do new staff receive this information?).</p> <p>Recommendation: Provide annual reminders/updates to staff about the wellbeing strategy and Wellbeing Commitment documents.</p> <p>PASS</p>	
<p><b>Students and parents are informed about behaviours expected from them in order to comply with school policies and procedures.</b></p> <p><b>Evidence:</b> Examples of student and parent communications on emotional wellbeing.</p>	<p>All parents of students joining the College in Year 12 are invited to attend a 'New Parents' Evening' at which the college's guidance and student support staff are introduced along with the wellbeing provision available in college. Year 12 assemblies are delivered to all students joining the college. These cover wellbeing provision and relevant staff, the College code of conduct, the single equality scheme and expectations the College has of all of members of the College community in creating an accepting environment. The 'For Parents' section of the College website contains information about wellbeing support and a link to external agencies that may be of use and interest for parents. There is an expectation that all Year 12 students attend at least one of the wellbeing activities offered during the November Wellbeing Days.</p> <p>Best practice: 'New parents' evening' includes information on wellbeing provisions and relevant staff.</p> <p>PASS</p>	<ul style="list-style-type: none"> <li>• NPE presentation 2017</li> <li>• Yr12 WCP - How to get the most out of Hills</li> <li>• Yr12 WCP – Resect, Bullying, E&amp;D</li> <li>• Screenshot of the College 'For Parent's Webpage</li> </ul>
<p><b>[Advanced] School staff and Governors play an active role in reviewing and approving emotional wellbeing policies.</b></p> <p><b>Evidence:</b> Example reviews / approvals.</p>	<p>New policies are routinely considered by appropriate staff and all are taken to the College Strategy Team (Senior Leadership Team). Governors are made aware of new policies and updates to existing ones. The College's Wellbeing Commitments for both staff and students was considered by the Mental Health Steering Group and CST before it was finalised.</p> <p>PASS</p>	<ul style="list-style-type: none"> <li>• Corporation agenda 18.10.17</li> <li>• Agenda – CST 14092017</li> <li>• MHSG agenda 6.12.17</li> </ul>
<p><b>[Advanced] Emotional wellbeing policies and procedures are actively deployed and monitored, with appropriate actions taken when breached.</b></p>	<p>The concern pathway is routinely used by our tutor team and safeguarding team particularly when dealing with students in crisis. Reports of bullying and harassment are dealt with promptly and rigorously as are breaches of the College Code of Conduct.</p>	<ul style="list-style-type: none"> <li>• Extract of disciplinary log</li> <li>• Redacted extract of confidential comments</li> </ul>

<p><b>Evidence:</b> As appropriate.</p>	<p>PASS</p>	
<p><b>[Advanced] The school has specific processes to support students that have long term mental health conditions.</b> <b>Evidence:</b> Attach process.</p>	<p>Support for students with long term mental health conditions falls under the 'Fitness To Study' policy which outlines adjustments to programmes that can be implemented and actions at various staged of the process.</p> <p>Best practice: Fitness to Study policy to support students with significant wellbeing (and other) challenges.</p> <p>PASS</p>	<ul style="list-style-type: none"> <li>• Fitness to Study Policy</li> </ul> <p>Evidence: Fitness to study policy. Response: Good. PASS</p>

## Key Area: Emotional Wellbeing Education

AcSEED aims to ensure that ALL students receive awareness of emotional wellbeing. This emotional insight supports their ability to perform at a high level in both social and academic pursuits, and in the long term will help to reduce mental health stigma. In secondary schools this education should focus on building emotional resilience and effective interpersonal relationships.

AcSEED Best Practice Criteria	School Assessment (description of current provision)	Evidence (indicate attachments)
<p><b>The school has a specific learning programme and lesson plans to educate students in emotional wellbeing, and to highlight specific actions and behaviours that will help to keep them emotionally fit.</b></p> <p><b>Evidence:</b> List of key topics covered, and examples of lesson plans. Please indicate if using learning materials from other organisations.</p>	<p>Well-being forms one of the three key themes of the guidance programme (Transition, Well-being, and Progression) which is delivered in weekly timetabled sessions for all students.</p> <p>As a result, a programme of lessons is delivered by guidance tutors to raise students' awareness of the need to manage their wellbeing, to become resilient learners, reduce risk-taking behaviour and cope with change. Students are provided with a range of preventative coping strategies in order to be pro-active in enhancing their wellbeing, now and in future life.</p> <p>Alongside these sessions, whole-cohort assemblies in Yr12 provide information on how to protect their wellbeing.</p> <p>Resources from a wide-range of external agencies have been consulted and applied in the planning and delivery of this programme.</p> <p>The college runs two wellbeing days each year which coincide with our Yr12 off-timetable Progress Review days. Students have to sign up to two sessions from a broad programme of talks, workshops and activities all focused on wellbeing, ranging from meditation to ....</p> <p>The enrichment programme is compulsory for all students in Yr12 and offers a wide range of opportunities to look after their wellbeing: from mindfulness, volunteering, to art, sport, music etc. Students sign up for one enrichment activity for each of the Autumn and Spring terms which are registered timetabled sessions on their programme.</p> <p><b>Best practice: Mental health and wellbeing education through guidance programme.</b></p>	<ul style="list-style-type: none"> <li>• Tutorial Programme: <ul style="list-style-type: none"> <li>○ Yr12</li> <li>○ Yr13</li> <li>○ Photos folder</li> </ul> </li> </ul> <p>Sessions delivered in the tutorial programme include 'Managing Change' to help students with the transition to Key Stage 5; 'Staying Well', 'Resilience self-survey' and 'Mental Health &amp; Coping Strategies' help students to recognise the signs of stress and to use a range of strategies to alleviate it. Year 13 also have a session on managing the change to university or the world of work and strategies to manage the emotional aspects of this transition.</p> <ul style="list-style-type: none"> <li>• Lesson plans for main sessions</li> <li>• List of whole college assemblies: <ul style="list-style-type: none"> <li>○ Yr12</li> </ul> </li> </ul> <p>Learning materials from organisations such as Samaritans, Young Minds, Teen Mental Health and Mental Health First Aid England have been utilised.</p> <ul style="list-style-type: none"> <li>• Yr12 Enrichment programme for Term 1 &amp; 2</li> </ul>



	<p>Best practice: Assemblies presenting to students ways to protect their wellbeing.</p> <p>Best practice: Two wellbeing days each year, with students attending 2 wellbeing sessions.</p> <p>PASS</p>	
<p><b>All students are informed about the school's emotional support services, how to access them and who they can talk to about concerns.</b></p> <p><b>Evidence:</b> Example of communications.</p>	<p>Students are made aware of the College's provision of support for their emotional wellbeing in a number of ways including the programme of compulsory tutorial sessions; whole cohort assemblies; the Student Services department that can direct them to support; a SharePoint site that features a wide range of resources and web links; a peer-to-peer support programme. In addition to this we ran a promotion of Time to Talk day and a whole month of activities focussed on equality and diversity. There are posters about the importance of well-being and how to access support in college throughout the site.</p> <p>Best practice: Links to organisations providing mental health and wellbeing information and services.</p> <p>Best practice: Focus on equality and diversity.</p> <p>PASS</p>	<p>Posters have been displayed in class rooms and bathrooms reminding students of the support that is available and encouraging them to take advantage of it.</p> <ul style="list-style-type: none"> <li>• Four-year E &amp; D plan</li> <li>• Example of activities focussed on E &amp; D</li> <li>• Wellbeing poster</li> <li>• Time to Talk day PowerPoint</li> <li>• Yr12 WCP – How to get the Most out of Hills Road</li> </ul> <p>Evidence: Wellbeing poster. Response: Ok – signposting to wellbeing co-ordinators. PASS</p>
<p><b>[Advanced] The education programme is regularly reviewed and continually developed.</b></p> <p><b>Evidence:</b> As appropriate.</p>	<p>The programme is reviewed on an annual basis by the entire guidance team as a part of the whole-College Departmental Self-Assessment programme.</p> <p>After each tutorial session, tutors enter comments in a feedback folder and then at the end of each year the sessions in the programme are evaluated, re-designed and new resources created.</p> <p>Students are regularly surveyed to provide feedback on the support provision and provide advice on how it might be improved.</p> <p>Best practice: Tutorial session feedback used to drive continuous improvement.</p> <p>PASS</p>	<p>Example of feedback comments from a session</p>

**[Advanced] The school seeks opportunities to enhance student understanding of emotional wellbeing through work with external individuals, groups and agencies.**

**Evidence:** Specific examples.

A wide-range of external providers are invited to the college to advise and support both staff and students. Every year students are taken off timetable for two 'wellbeing days' during which external providers run workshops and seminars focused on supporting students' wellbeing.

Sessions at the 'Wellbeing Days' include The Self Esteem Team talking about positive Body Image – get comfy in the skin you're in; The Samaritans on 'Being a Good Friend'; Mind on Managing stress and building resilience and the Charlie Waller Memorial Trust 'Its ok to be anxious.'

Recognising the benefits of physical activity, sporting activities such as Kung Fu and Kurling were provided. Identifying too the benefits of relaxation and social interaction, table-top games, colouring and crafts have been provided. Other talks focused on the wellbeing benefits of voluntary work, issues of sexuality and gender and the challenges of being a young carer.

A session of the whole-cohort programme focused on resilience has been delivered by external agencies.

Mental Health First Aid provided training for all tutorial and student services staff to help them to support students' wellbeing more effectively.

The Terrence Higgins Trust visit the college every fortnight. A stand is set up in the central location so that students can easily access information and services regarding sexual health.

In February we took part in the Time To Talk Day in partnership with Time To Change. All students across the college were invited to a talk on mental health awareness and had the opportunity to engage in activities.

Members of the Student Mental Health Focus Group students attended an NUS Mental Health Roundtable in February 2017 and also a STEM4 conference focused on supporting the mental health of sixth form students, organised by a local school.

**Best practice: Wide range of external organisations used to help enhance student's understanding of mental health and wellbeing.**

- Wellbeing days session information
- Yr12 tutorial scheme of work
- Time to Talk day 2018 power point

	<p>Best practice: All tutorial and student services staff have received MHFA training.</p> <p>Best practice: Students able to engage with external events such as STEM4 conference to gain wider awareness of challenges and good practice.</p> <p>PASS</p>	
<p><b>[Advanced] There is specific attention towards helping students recognise and challenge mental health stigma, and to understand the nature and impact of associated discrimination.</b></p> <p><b>Evidence:</b> As appropriate.</p>	<p>By encouraging students to reflect upon, discuss and share their views on mental health issues the College seeks to challenge this stigma. Students are encouraged to see the decision to seek support from teachers, tutors, wellbeing advisers or counsellors as a positive act, not a sign of failure or weakness.</p> <p>A whole-cohort presentation for year 12 students builds awareness of Equality and Diversity issues, discrimination or all kinds, including against those with mental health issues.</p> <p>PASS</p>	<ul style="list-style-type: none"> <li>• PowerPoint – WCP Equality &amp; Diversity</li> </ul>

## Key Area: The Environment

Emotional wellbeing is at the heart of the school ethos and the physical environment fosters emotional resilience.

AcSEED Best Practice Criteria	School Assessment (description of current provision)	Evidence (indicate attachments)
<p><b>The school provides information on emotional wellbeing / support services that is easily and discretely accessible to all students.</b> <b>Evidence:</b> As appropriate.</p>	<p>Posters and leaflets are displayed throughout the college in a variety of locations; an email is sent out at the beginning of each week informing students of the services we offer and how they can get in touch. Students can also make contact confidentially with the college counsellor via designated letterboxes and by email. Information is printed in their student planner and we have a student SharePoint site that offers information on support available both in-house and externally.</p> <p><b>Best practice: Weekly email informing students of services available.</b></p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>• Drop in Poster</li> <li>• Wellbeing Room poster</li> <li>• Counselling leaflet</li> <li>• Counselling form</li> <li>• Areas of wellbeing poster</li> <li>• Wellbeing cards</li> <li>• Extract from student planner</li> </ul>
<p><b>The school has a room that is allocated for counselling.</b> <b>Evidence:</b> None required.</p>	<p>There is one room specifically allocated for counselling and another for wellbeing. These are located side by side.</p> <p><b>PASS</b></p>	
<p><b>[Advanced] The school has a dedicated counselling room that is discretely located.</b> <b>Evidence:</b> None required.</p>	<p>The counselling room is in a quieter part of the college in the Guidance Corridor.</p> <p><b>PASS</b></p>	
<p><b>[Advanced] Quiet areas are available and used appropriately for students needing their own space.</b> <b>Evidence:</b> As appropriate.</p>	<p>We have rest rooms in Study Skills, and a First Aid room. A calm area in Student Services can be used where they are close to staff for support and students can always sit quietly in the Wellbeing Room. There is also a prayer room located in a small separate building in the college which is available to students.</p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>• Photos of rooms</li> </ul>

<b>Key Area: Participation</b> Staff, students, and parents are involved in the development / assessment of emotional wellbeing procedures and services to ensure that they are effective and appropriate to local needs.		
AcSEED Best Practice Criteria	School Assessment (description of current provision)	Evidence (indicate attachments)
<p><b>The school has a pro-active participation scheme giving students and parents a voice to influence and shape emotional wellbeing services.</b></p> <p><b>Evidence:</b> As appropriate.</p>	<p>Students can volunteer to join the following schemes:</p> <ul style="list-style-type: none"> <li>• Amigos. (see further down for information about this group)</li> <li>• Student mental health focus group.</li> <li>• Equality and Diversity Forum</li> <li>• MHSG (Mental Health Steering Group)</li> </ul> <p>Student contribute to the planning of year 12 wellbeing activities in progress review day, as part of the MHSG.</p> <p>A number of students in each year complete an Extended Project Qualification with a focus on mental health and offer resources to the College to use.</p> <p>Parents and students receive a newsletter about student wellbeing at least once a term. Our main focus is student support, information and involvement.</p> <p><b>Best practice: Range of schemes offering students opportunity to engage with mental health and wellbeing topics and provisions.</b></p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>• Amigo's poster</li> <li>• EP mental health project</li> <li>• Examples of Newsletter</li> <li>• Wellbeing Group Focus Feedback</li> <li>• Wellbeing Group Focus Feedback Session 2</li> </ul>
<p><b>[Advanced] Feedback from staff, students, and parents, is regularly gathered and analysed to monitor the effectiveness of emotional wellbeing support, and to identify improvements.</b></p> <p><b>Evidence:</b> Examples of feedback/analysis and/or derived improvement plans.</p>	<p>The students are also invited to take part in the Mental Health Focus Group where their feedback is encouraged and valued.</p> <p>Students who attend our wellbeing workshops are sent a Survey Monkey survey asking for their feedback. This feedback then informs future workshops.</p>	<ul style="list-style-type: none"> <li>• Wellbeing Days student survey</li> <li>• Wellbeing workshop/talk survey</li> <li>• 2015-17 Parents Leavers Survey</li> </ul>



## Key Area: Emotional Wellbeing Services

The school has services to support children with emotional or mental health needs, including both short and long term support.

AcSEED Best Practice Criteria	School Assessment (description of current provision)	Evidence (indicate attachments)
<p><b>The school has a structured pastoral system with designated staff responsible for student wellbeing.</b></p> <p><b>Evidence:</b> Illustration of pastoral organisation and/or procedures.</p>	<p>Every student has a personal tutor for pastoral care. The tutor group meets with the tutor on a regular basis and follows a tutorial programme with a scheme of work. (See earlier entries for details).</p> <p>The four members of the Guidance Leadership Team also make up the safeguarding team which is responsible for child protection and wider safeguarding matters.</p> <p>The tutors, wellbeing team and student services team are all responsible for signposting to extra help and referring serious child protection cases to the safeguarding team.</p> <p>There is a structured concern pathway and referral route for these members of staff which gives guidance on support available and signposting routes for students suffering from emotional difficulties.</p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>• Concern pathway and referral routes for tutors</li> <li>• Tutorial schemes of work</li> <li>• College organisational chart 2017-18</li> </ul>
<p><b>The school employs (or has regular access to) a counsellor or mental health professional, and a defined referral process.</b></p> <p><b>Evidence:</b> As appropriate.</p>	<p>We have a resident full time internal counsellor, and a number of external counsellors to whom we can refer students as necessary. Wellbeing coordinators, teachers, tutors, safeguarding officers can all refer to the internal counsellor through our defined referral process. Members of the wellbeing and tutor teams can refer students to external counsellors. The college covers the cost of counselling for students up to 6 sessions (and more with our internal counsellor if this is necessary on a case by case basis).</p> <p><b>Best practice: Full time internal counsellor, and access to external counsellors if/when needed.</b></p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>• Concern pathway and referral routes for tutors</li> <li>• HRSFC Counselling Service 1</li> <li>• Counselling service form</li> </ul>

<p><b>The school has provisions to support students who have long term emotional / mental health needs.</b> <b>Evidence:</b> As appropriate.</p>	<p>The Wellbeing and tutor teams provide ongoing support, along with support from the Student Independent Learning Service, and Study Skills department. All support is geared towards individual needs and is done so in liaison with professionals, for example, Carers Trust, CAMEO, The Kite Trust, Rape Crisis, Centre 33, and CAMHS. Where appropriate students are offered adapted study programmes and the option of restarting year 12 or 13 if required.</p> <p>The college does all it can to support students with long term emotional and mental health needs.</p> <p>Return to study meetings are held for all students who significantly self-harm or have suicide attempts to ensure that they are safe in college, have access to support and are helped to complete their course wherever possible.</p> <p>Some students with serious eating disorders who have required longer term in patient support at a medical facility have been enabled to study by distance learning and been provided with materials and communication with their teachers in order to complete their course including sitting exams in hospital.</p> <p><b>Best practice: 'Return to study' meetings to ensure vulnerable students will be safe in college.</b></p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>• Fitness to study policy</li> <li>• Wellbeing commitment for students</li> <li>• Student safety plan</li> </ul>
<p><b>The school runs a peer mentoring scheme.</b> <b>Evidence:</b> As appropriate.</p>	<p>'Amigos'. A wellbeing coordinator facilitates '<b>Amigos</b>', which is a student-led organization that exists to help fellow students with any problems they may be having. It can be daunting to reach out for help, but by relying on the expertise of students themselves we offer a team of friendly faces who know first-hand the struggles being a student can bring. Through a dedicated email address, visiting tutor groups, running workshops and events, having weekly drop in sessions, and offering peer mentoring, students support each other.</p> <p>Departmental peer mentoring</p> <p><b>Clarification: What training and support do student peer mentors receive?</b> <b>Response: Attached are copies of the Active Listening which was delivered via a workshop for the student peer mentors, Amigos.</b></p>	<ul style="list-style-type: none"> <li>• Amigos poster</li> <li>• Specialist support</li> </ul> <ul style="list-style-type: none"> <li>• Maths Dept. peer support documents</li> <li>• Biology Dept. email</li> </ul>



	<p>NG: Active listening training and handout both look good. PASS</p> <p>Best practice: 'Amigos' peer mentoring scheme.</p> <p>PASS</p>	
<p><b>[Advanced] The school employs one or more ELSA.</b> Evidence: None required.</p>	<p>We, in common with many Sixth Form Colleges, do not have teaching assistants allocated to classes or specifically for teacher support. Instead the College's Study Skills department consists of a team of Learning Support Mentors who work one-to-one with specific High Needs students and offer them in-class support as and when they need it and as they move from lesson to lesson.</p> <p>Mentors also have particular specialisms including for Visual Impairment, Mental Health, Physical Health and Student independent Learning Service lead. They support a variety of students in addition to those designated as of High Need.</p> <p>NG: Ok</p>	<ul style="list-style-type: none"> <li>• Specialist support</li> </ul>
<p><b>[Advanced] The school provides wellbeing support to specific vulnerable groups according to need (eg service children, looked after children, young carers, children from BME groups).</b> Evidence: As appropriate.</p>	<p>A member of the tutor team has responsibility to monitor students designated as being in 'the vulnerable groups'. At the in-year progress review discussions with the Curriculum and Guidance Teams Katrin reports on these groups and action, as appropriate, is initiated. These groups include young carers, students in receipt of free school meals, gypsy and Irish traveller students, students with EHCPs, SEN students, and students in receipt of the College bursary fund, translators, home-educated students and Looked After children.</p> <p>A designated rest room is available for students with CFS/ME.</p> <p>The College uses its data to target information about opportunities to do with careers or progression to particular groups – for example BME and those from low HE participation areas.</p> <p>A designated member of the wellbeing team supports young carers and links to support from Centre 33 and the Carers Trust</p> <p>The Head of Year 12 has undertaken e-PEP for Looked After Children training.</p>	<ul style="list-style-type: none"> <li>• Email for coffee club</li> <li>• In year progress monitoring data - vulnerable groups</li> </ul>

	<p>Best practice: Member of tutor team with specific responsibility to monitor students in 'vulnerable' groups.</p> <p>NG: Seems to mainly be monitoring of students, though there does seem to be more active support for young carers.</p>	
<p><b>[Advanced] The school has a self-referral process to access the counsellor or mental health professional.</b>  <b>Evidence:</b> As appropriate.</p>	<p>Students can self-refer to the counsellor and the wellbeing coordinators. A weekly email is sent out to all students drawing their attention to the wellbeing coordinators and offering a break and lunchtime drop-in every day of the week; alternatively, a student can make an appointment by email. Similarly, students can refer themselves to the college counsellor by filling in a referral form which they can then discreetly post in the counsellor's post box.</p> <p>Best practice: Counsellor 'drop-in' sessions and referral post box.</p> <p>PASS</p>	<ul style="list-style-type: none"> <li>• Counselling Service Form</li> <li>• Wellbeing card</li> </ul>

## Key Area: Staff Training/ Support

Staff have a good understanding of common emotional difficulties faced by young people and understand how to support vulnerable students.  
The school actively supports the wellbeing of staff and encourages them to care for their own mental health.

AcSEED Best Practice Criteria	School Assessment (description of current provision)	Evidence (indicate attachments)
<p><b>All teaching staff have a basic understanding of emotional wellbeing and recognise its relationship to learning.</b> <b>Evidence:</b> As appropriate.</p>	<p>In summer 2017 we started the first of an annual update report from the DSL to the whole staff which reflected on trends in wellbeing needs (using material from the counselling data for example) and highlighted needs. It reiterated that we are open to information and requests to help students from all staff.</p> <p>A whole staff training event with Dr Christine Rose, an Equality, Diversity and Inclusion Consultant was held on 6<sup>th</sup> June 2017 which focused on supporting students with emotional difficulties in the classroom, and wellbeing regularly features in the staff training period.</p> <p>Staff are also made aware of wellbeing issues and events via the College's monthly Equality and Diversity newsletter. Some examples of this include information on Deaf Awareness Week and Mental Health Week.</p> <p><b>Best practice: Annual updates to whole staff on trends in wellbeing needs.</b></p> <p><b>Best practice: Monthly 'Equality and Diversity' newsletter.</b></p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>• Powerpoint from 2017 "Safeguarding information update 2017"</li> <li>• Equality and Diversity newsletter</li> <li>• Dr Rose Handout – barriers to learning</li> <li>• Dr Rose - Training Course 9 – outstanding support for learners with mental health difficulties</li> </ul> <p><b>Evidence: Powerpoint from 2017 "Safeguarding information update 2017"</b> <b>Response: Very good and informative update. PASS</b></p>
<p><b>Teaching staff are able to recognise signs commonly associated with emotional problems, and how to support (potentially through referral) emotionally vulnerable students.</b> <b>Evidence:</b> As appropriate.</p>	<p>Staff are an experienced range of adults, many are parents and the College has a culture of looking to and offering support to students who show distress. There is a clear avenue of referral open to all staff using our ProMonitor system with dedicated channels to alert tutors and wellbeing with regard to a vulnerable student.</p>	<ul style="list-style-type: none"> <li>• Emergency exam cover rota (</li> </ul>

	<p>As part of the safeguarding training that all staff receive, information about how and when to refer concerns on as well as who to refer to is included.</p> <p>Staff have an understanding of the role and availability of the tutors each student has; the support from student services and the Wellbeing team.</p> <p>The College has in place specified staff to be on call during the exam period to act as emergency support to a student in distress.</p> <p><b>Best practice: Staff on call during exam periods to support students in distress.</b></p> <p><b>PASS</b></p>	
<p><b>Staff wellbeing is promoted throughout the school. This could be through a staff wellbeing policy or group / individual support.</b></p> <p><b>Evidence:</b> As appropriate.</p>	<p>The regular staff forum is a vehicle for gauging views and developing responses.</p> <p>There is an active support for achieving a work/life balance including wellbeing activities during the annual staff development period which coincides with student study leave.</p> <p>Counselling is available every week for staff.</p> <p>Initiatives such as a 'pop up' staff wellbeing library in the staffroom encourage all staff to focus on their wellbeing.</p> <p><b>Best practice: Counselling available each week for staff.</b></p> <p><b>Best practice: 'Pop-up' staff wellbeing library in staffroom.</b></p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>Wellbeing commitment for staff</li> </ul>
<p><b>[Advanced] Staff receive regular refresher training on emotional wellbeing that is frequently reviewed and updated.</b></p> <p><b>Evidence:</b> Details of training.</p>	<p>Individual members of the tutor team feedback on training they have attended to the whole team during regular team meetings.</p> <p>Every year in the 'Guidance Day' tutors have the opportunity to share best practice and case studies.</p> <p>Training for the tutor team also includes on occasion the inclusion of visiting speakers or workshop leaders, for example in this summer's</p>	<p>Minutes from GT meetings (8/1/18 Thriving families conference feedback; 13/11/17 student skills presentation on the scope and focus of Education Health and Care Plans)</p> <ul style="list-style-type: none"> <li>HRSFC Staff Wellbeing Poster Updated</li> <li>Staff Wellbeing Leaflet</li> </ul>

	<p>Staff Development period CASUS are coming in to do a training session for tutors, wellbeing and students services team members on Alcohol and Substance Misuse.</p> <p>A member of the tutor team undertook a 10 day mental health training course with the NHS during the 2017-18 academic year and tutors are regularly offered and take up training opportunities. This year these have included training on self-harm, bereavement, thriving families, mindfulness, online bullying, stress and anxiety, anxiety depression and low mood, mental resilience for young people and drugs awareness.</p> <p>Two members of the Guidance Leadership team this year attended the Post-16 Organisations Safeguarding Conference.</p> <p><b>Best practice: 'Guidance Day' provides tutors opportunity to share best practice and case studies.</b></p> <p><b>Best practice: Tutors have regular opportunity to attend training on wellbeing topics such as self-harm and anxiety.</b></p> <p><b>PASS</b></p>	
<p><b>[Advanced] At least one member of staff has received in-depth training on emotional wellbeing / mental health and is available to advise other staff as/when needed.</b></p> <p><b>Evidence:</b> None required.</p>	<p>The College counsellor and one of our wellbeing coordinators have professional qualifications in this field. The wellbeing coordinator is trained to deliver Mental Health First Aid training and regularly runs this course for relevant college staff.</p> <p><b>Best practice: Wellbeing co-ordinator regularly runs MHFA training.</b></p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>• Staff training document</li> </ul>

## Key Area: Working with Parents

Effective management of student emotional wellbeing transcends the boundaries of the school environment, and is enhanced by strong relationships with parents.

AcSEED Best Practice Criteria	School Assessment (description of current provision)	Evidence (indicate attachments)
<p><b>The school informs parents of emotional wellbeing policies, procedures, and services.</b> <b>Evidence:</b> Examples of parent communications.</p>	<p>All parents of students new to the College are informed of the wellbeing, counselling and student support services at the College during a new parents Evening presentation. They are also introduced to the tutorial programme and the support offered by tutors throughout a student's time with us.</p> <p>The 'For Parents' page of the College website includes a section on wellbeing services in College as well as links to outside agencies which offer support for various mental health and wellbeing issues. The College's wellbeing commitment can also be found on the College website.</p> <p>Parents receive copies of the half termly student wellbeing newsletter and a dedicated newsletter for parents in the summer term.</p> <p><b>Best practice: Specific guidance on wellbeing provisions and information on the 'For Parents' section of website.</b></p> <p><b>Best practice: Parents receive half termly student wellbeing newsletter.</b></p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>• NPE presentation 2018</li> <li>• <a href="http://www.hillsroad.ac.uk/sixthform/or-parents#Wellbeing">http://www.hillsroad.ac.uk/sixthform/or-parents#Wellbeing</a></li> </ul>
<p><b>The school encourages and values parental involvement in all aspects of student wellbeing.</b> <b>Evidence:</b> As appropriate.</p>	<p>Parents are informed of events within College focused on wellbeing for example the Wellbeing Days, including being sent the programme of activities.</p> <p>Offers from parents to be involved are welcomed, for example, the parent of a former student, contacted the College and came in to give a presentation on "Revise or run? How to study less and achieve better grades" during the November 2017 Wellbeing days. The talk focussed on the link between physical exercise and mental wellbeing.</p>	<ul style="list-style-type: none"> <li>• Wellbeing newsletter</li> <li>• Wellbeing Day session information</li> <li>• Youth MHFA WisePAY email to parents</li> </ul>

	<b>PASS</b>	
<p><b>[Advanced] The school offers opportunities for parents to learn about emotional wellbeing and strategies to effectively support their child.</b></p> <p><b>Evidence:</b> As appropriate.</p>	<p>The College's wellbeing newsletter offers support strategies and details of external agencies who offer wellbeing support. Parents receive copies of all of these newsletters. There is a dedicated link on the 'For Parents' section of the College website giving information about external agencies who offer support.</p> <p><b>PASS</b></p>	<p><a href="http://www.hillsroad.ac.uk/sixthform/for-parents#Wellbeing">http://www.hillsroad.ac.uk/sixthform/for-parents#Wellbeing</a></p>
<p><b>[Advanced] A targeted effort is made to reach parents who rarely involve themselves in school life.</b></p> <p><b>Evidence:</b> As appropriate.</p>	<p>All parents are invited to attend both the New Parents' Evening and the February progress Review and Parents' Consultation evenings. Parents who don't attend the NPE are sent information via email covering the important information given out. All parents are invited to become members of the Parents and Friends Association.</p> <p><b>NG: Ok, although somewhat passive.</b></p>	<ul style="list-style-type: none"> <li>Email text to parents who don't attend NPE</li> </ul>

<b>Key Area: Working with Outside Agencies</b> The school has positive working relationships with external agencies and utilises this to effectively support and educate students.		
AcSEED Best Practice Criteria	School Assessment (description of current provision)	Evidence (indicate attachments)
<p><b>All teachers are aware of which members of staff can refer students to external agencies, including CAMHS.</b></p> <p><b>Evidence:</b> Examples of teacher communications.</p>	<p>The College works to ensure that all staff know who to refer a student within the College. Due to the scale of the College we brief staff to signpost the student to the pastoral staff (personal tutors, student services, Wellbeing team) all of whom are familiar with and use referrals to outside agencies.</p> <p>Posters in all department base rooms give details of who to refer to in college and externally if necessary.</p> <p>Posters giving details of the safeguarding team are displayed prominently throughout the College</p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>• Safeguarding guidelines at Hills Road Sixth Form College</li> <li>• Safeguarding poster</li> </ul>
<p><b>Nominated staff communicate with external agencies to understand how they can support a student's care plan.</b></p> <p><b>Evidence:</b> As appropriate.</p>	<p>The College is represented at meetings convened for Team Around the Family; Child Protection conferences and Child Sexual Exploitation. The main representatives are the core Child Protection team who are also the Guidance Leadership Team in the College. All four members of this team are responsible for external referrals and for seeking advice from external agencies about specific students.</p> <p><b>PASS</b></p>	<ul style="list-style-type: none"> <li>• LAC training for using ePEP in staff training</li> </ul>
<p><b>[Advanced] Where appropriate nominated staff meet with external agencies to review working relationships and procedures.</b></p> <p><b>Evidence:</b> Examples of communication.</p>	<p>The College is represented in meetings with Looked After Children team; attendance at the LCSB training sessions and conferences;</p> <p><b>NG: Ok, though perhaps a bit limited in terms of opportunity to discuss specific wellbeing provisions and approaches.</b></p>	<ul style="list-style-type: none"> <li>• LAC training for using ePEP in staff training</li> </ul>
<p><b>[Advanced] The school seeks opportunities to enhance student's understanding of emotional wellbeing through work with external individuals, groups and agencies.</b></p>	<p>College has developed relationships with local health providers. For example the regular presence of representatives of the Terence Higgins Trust who run a stall fortnightly in the college.</p>	



<p><b>Evidence:</b> As appropriate.</p>	<p>The Wellbeing coordinators liaise with external agencies on a regular basis, for example, CAMEO, The Kite Trust, Young Carers etc.</p> <p>Also see details and evidence in section '<b>Emotional Wellbeing Education</b>' above</p> <p>NG: Ok</p>	
---	--	--

## Further Information & Improvement Plans

**Please use this page to provide any additional information on your school's emotional wellbeing provisions, and particularly any policies or services that you would like to highlight as 'best practice'. Please also note any future improvement plans.**

We work very hard to constantly improve our wellbeing support and provision in College and regularly review what we do, for example there is currently a review of the tutorial programme for next year with a view to including more work on Life Skills and further focus on resilience. Life Skills will also be included in the talk for New parents at the start of next academic year. A new member of the tutor team will be joining us in September 2018 who is experienced in Solution Focused Therapy / Coaching which will feed in to the training for the team for next year. A wellbeing newsletter specifically for parents is due to be produced in the next few weeks to coincide with the start of the exams season.

**Best practice: Good focus on continuous mental health and wellbeing improvements.**

<b>Date of Self Assessment submission:</b>	15 <sup>th</sup> May 2018
<b>Date of submission for clarifications &amp; evidence:</b>	28 <sup>th</sup> June 2018

	Reviewer Name	Initials	Review Date
<b>Reviewer:</b>	Charlotte Gatherer	CG	25/06/2018
<b>Reviewer:</b>	Nick Gatherer	NG	25/06/2018
<b>Clarification &amp; evidence:</b>	Nick Gatherer	NG	23/07/2018
<b>Clarifications &amp; evidence:</b>			

**Conclusions:**

Review 1: Good range of wellbeing provisions in place. Wellbeing staff structure and processes well aligned with meeting the needs of such a large college. Some minor clarifications needed, but overall a good application with no obvious gaps against the criteria.

Review 2: Clarifications are all good, and the Wellbeing Commitment documents are fine (if a little difficult to find on their website). Other items of evidence look very good, and further demonstrate a strong commitment to emotional wellbeing and mental health support with continuous improvements. Accreditation awarded.