

Wellbeing

for Learning & Life
at Bolton College
2020/22



Part of the University of Bolton Group







Introduction from the Principal

Bill Webster

At Bolton College we aim to support our learners to develop the understanding, skills and behaviours to lead fulfilling, worthwhile and happy lives. Good wellbeing underpins successful learning and supports progress to further learning and employment so our whole College approach aims to provide the best possible experience for our learners and staff. A companion People Strategy is in place through our HR Department.

Leadership

What We Do Now:

- The Wellbeing Steering Group is leading the development of wellbeing strategies across the College.
- The College is a signatory to, and informed by, the Association of Colleges (AoC) Mental Health Charter (www.aoc.co.uk/files/aoc-mental-health-and-wellbeing-charterpdf).
- The Principal Chairs the AoC Greater Manchester (GM) Health & Wellbeing Project Group.



What We Will Do Next:

- Work closely with our partner, the University of Bolton, to ensure that our wellbeing strategies are aligned.
- We continue to participate in the AoC Mental Health and Wellbeing Project for GM, including sharing good practice on being a trauma informed organisation.
- The College aims to be Trauma Informed by 2022 with all staff trained on ACE awareness. In addition, Mental Health First Aid training will be rolled out across College.
- Wellbeing will be embedded into key College policies and procedures including teaching, learning and assessment standards, the strategic planning of curriculum and policies supporting our staff.
- We will ensure that learners are provided with opportunities throughout their learning journey to reflect on and enhance their wellbeing. In addition to their learning programmes we will provide learners a menu of activity and support based on the NHS 5 steps to Wellbeing: Connect, Be active; Keep learning; Give to others and Be mindful.
- The College will develop clear targets, outcomes and key performance indicators for learner and staff Wellbeing and incorporate Wellbeing as part of an annual report to the Board.

Definitions

ACEs are traumatic experiences that occur before the age of 18 and are remembered throughout adulthood. Evidence shows children who experience stressful and poor quality childhoods are more likely to develop health-harming and anti-social behaviours; more likely to perform poorly in education; and more likely to be involved in crime and ultimately less likely to be a productive member of society. By taking a systematic approach to asking direct questions about ACEs we can gain an understanding of root causes rather than presenting need and can ensure a better match up of existing services and interventions.

Traumatic events have been described as 'an event, a series of events, or a set of circumstances that is experienced by an individual as physically or emotionally harmful or life threatening' (SAMSHA 2014 p.7). There is growing evidence that trauma informed systems and practice, where the impact of trauma on those affected by it is understood by staff, and systems are adapted accordingly, can result in better outcomes for people affected by trauma.

Transitions

What We Do Now:

- Learners identified with safeguarding needs, mental health needs and looked after children are supported with their transition into College and bespoke packages are put in place to support them.
- Learners with high needs are supported into College from year 10 in liaison with the Local Authority. A transition plan is developed, engaging all relevant partners, and bespoke support is put in place for each learner.
- Learners identified as requiring additional learning support will have a package put in place that may include in-class support; a mental health support mentor, access arrangements for exams; and referral to additional maths and English support.
- All 16-18 learners on vocational programmes have a learning development mentor (LDM) who supports them as they transition into College, making sure they have support for their next steps as they come towards the end of their learning programme.
- Staff joining the College who require access support/adjustments are supported through the recruitment process.



What We Will Do Next:

- Ensure consistency in supporting all learners as they transition in and out of College, informed by the model for 16-18 vocational learners.
- Ensure that safeguarded learners receive additional support as they come towards the end of their learning programme and prepare for their next steps.
- Deliver a summer programme for learners with declared mental health difficulties to provide a seamless transition from school to College.
- Ensure learners progressing from community learning courses into College follow a consistent process to ensure a continued positive experience of learning.
- Work with our UoB partners to ensure smooth transition from College to university.

Promoting Wellbeing

What We Do Now:

- College wide events such as Freshers Fair; Diversity Day, Deaf Awareness Week, Refugee Week UK and Mental Health Week promote a sense of wellbeing and belonging for all members of the College community.
- We provide opportunities for learners to engage in social action projects:
'Social action is about people coming together to help improve their lives and solve the problems that are important in their communities. Social action can empower communities (and) help people in need. Taking part in social action is associated with higher levels of wellbeing, and can improve people's confidence and skills.' (Government Policy Paper July 13th 2016).



- Our tutorial curriculum promotes positive choices, health and wellbeing, finances, relationships and civic engagement for 16-18 vocational learners. It also provides learners with sources of online support for mental health and wellbeing.
- Mentors work with individual learners to support mental health and promote wellbeing.
- Our community learning provision offers a wide range of courses that support mental health and wellbeing.
- Our enrichment programme offers a range of activities that support the NHS 5 Steps to Wellbeing.
- www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/
- Our staff CPD programme offers a range of mental health and wellbeing development opportunities.

What We Will Do Next:

- Better promote wellbeing activities and support available to learners and staff including online in the context of Covid 19
- All learners will have the opportunity to reflect on their wellbeing as part of induction and will benefit from an enhanced enrichment offer to address aspects they wish to develop. We will use a social prescribing model to support this.
- Offer wellbeing enrichment activities and resources to our community learners.
- Extend the celebration of World Mental Health Day as a cross College event.
- Enhance the range of wellbeing CPD opportunities for staff.



We will further develop our enrichment programme including:

- Integrate and reward enrichment activity across College
- Encourage and reward personal reflective practice
- Provide learners opportunities to visit the Anderton Centre which uses adventure and problem solving activities to build confidence, self-esteem, and develop teamwork and independence
- Engage the Greater Manchester 'That Counts' initiative: 'Being active isn't about sweating buckets or pumping iron, it's about every day activities and getting moving at a time, and in a way, that works for you.' Andy Burnham GM Mayor.
- New partnerships with Bolton Wanderers Community Trust and Bolton Hospice will provide further opportunities for learners to raise their awareness and engage in fund raising events.
- Developing opportunities within the college, local and wider community including working with older people and charity groups.

Supporting Learners

What We Do Now:

- We provide targeted support for learners experiencing need for a variety of reasons including those needing additional learning support, those with special education needs and disability (SEND) or high needs; learners with safeguarding concerns; those who have been subject to bullying and harassment; learners experiencing forced marriage; victims of domestic violence; learners with drug related issues; those with welfare concerns such as homelessness; looked after children and learners with anger management issues and others.
- Dedicated counsellor services, available to learners and staff.
- Our learners are supported by a number of teams across College including LDMs; mentors; learning support workers; safeguarding officers; the transition team and the mental health team.
- Support groups Mindset and The Talkers' Brew have been established for community learners in our hubs.

What We Will Do Next:

- Move the focus to prevention by ensuring staff are signposting learners to services such as counselling and anger management as problems are identified, rather than at the point of disciplinary action or crisis point, for example suicidal ideation
- Establish personal development group work opportunities for learners in line with the anger management model, which has been successful in supporting learners.
- Provide a weekly programme of events aimed at developing resilience and wellbeing in learners, initially for those with identified mental health issues.
- Further develop support groups in our community hubs.



Learner Voice

What We Do Now:

- Curriculum and cross College forums give learners the opportunity to represent their peers and curriculum area, and to develop and maintain positive relationships with other learners and staff. They use this opportunity to influence decision making in the College.
- We regularly consult learners through surveys as part of continuous quality improvement.
- We talk to learners about their learning experience and how it could improve as part of observation of teaching, learning and assessment.
- Learners, parents and carers input into the education, health and care plan (EHCP) reviews for learners with high needs.



What We Will Do Next:

- Learners will have the opportunity to reflect on their wellbeing as part of induction. Questions on wellbeing will be incorporated into learner surveys and there will be opportunities to discuss wellbeing at College forums.
- Learners will be consulted on the content of the enrichment programme.
- Develop specific forums for learners with SEND/ mental health issues.
- Provide opportunities for learners to raise/discuss sensitive topics anonymously.
- Identify learner champions from each area to promote wellbeing.
- Consult learners giving them input into key wellbeing policies and procedures such as the Fitness to Study Policy.

Partnerships

What We Do Now:

- The College has well established and highly effective working relationships with a wide range of partners including:
 - Bolton Council's Children and Adult Services.
 - CAMHS and Junction 17, supporting learners with mental health challenges.
 - Fort Alice and Endeavour for learners subject to domestic violence.
 - Forced Marriage Unit and Project Choice for learners at risk of forced marriage and/or honour based violence.
 - Back Up NW, Bolton Council Looked After Children and Housing Options teams for learners in housing need.
 - 360 for learners with substance misuse issues.
 - NHS The Parallel for learners with health concerns.
 - The Clinical Commissioning Group for learners with physical difficulties.
 - Staff have access to occupational health services, counselling and other specialist advice.
 - BAND – a voluntary organisation working with people with lived experience of mental health conditions.
 - MhIST – a charity providing advocacy for people who experience mental health problems.

What We Will Do Next:

- Consult on our effectiveness in supporting learners from the perspective of our partners.
- Further develop partnership working with parents.
- Further develop the range of partnerships to provide support for staff.





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