



Policy 40

SOCIAL, EMOTIONAL & MENTAL STRATEGY POLICY



M.E.A.T **(Ipswich) Limited**

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MEAT Ipswich is under a statutory duty to promote the welfare of their learners, which includes preventing impairment of young people health or development and taking action to enable all learners to have the best outcomes. Full details are set out in [Keeping Children Safe in Education \(KCSIE\)](#) statutory guidance.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf



Introduction

Mental health issues are on the increase for young people and adults. As a Training Provider we can offer support and signposting to the organisations who can offer specialised help for a learner who may need it. We provide a list of resource information to help individual learners who may be struggling, which is located in their induction workbook for them to refer to as needed if/when required.

The coronavirus pandemic has resulted in fundamental changes to the lives of children and young people. The Public Health England COVID-19 mental health and wellbeing surveillance report, suggests that whilst some evidence shows that young people have generally coped well during the pandemic (March to September 2020), other evidence suggests that some young people, especially those with certain characteristics, such as those who are disadvantaged economically, females, and those with pre-existing mental health needs, appear to have experienced greater negative impacts on their mental health and wellbeing.

MEAT have an important role to play in supporting the mental health and wellbeing of their learners.

Aims

MEAT's role in supporting and promoting mental health and wellbeing can be summarised as:

1. **Identification:** recognising emerging issues as early and accurately as possible.
2. **Early support:** helping learners to access evidence informed early support and interventions.
3. **All staff should be aware that mental health problems can:** in some cases, be an indicator that a young person has suffered or is at risk of suffering abuse, neglect or exploitation.
4. **Only appropriately trained professionals:** should attempt to make a diagnosis of a mental health problem.
5. **Signpost tutorial discussions to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment. There is good evidence to support the association between good mental health and education engagement and academic achievement. The benefits to preventing mental health problems in children and young people from arising, and intervening early where they do, can be significant. For example, it may result in improved attainment, attendance, reductions in behavioural problems, as well as happier, more confident and resilient young people

MEAT will promote Social, Emotional, Mental Health through Leadership/Management that support and champions efforts to promote emotional health and wellbeing by promoting children and young people's emotional health and wellbeing by: -

- An ethos and environment that promotes respect and values diversity in line with fundamental British values;
- Listening to learner voice/s;
- Staff development to support their own wellbeing and that of learners;
- Working with parents/carers/employers;
- Targeted support and appropriate referral.



Leadership and Management

Aim: To ensure knowledge is complemented by the development of character traits and fundamental British values that will help our learners succeed.

To review this strategy annually to ensure the aims are responsive, remain relevant to and they are led by identified learners need.

We are committed to ensuring that all our learners:

- Feel valued;
- Have a sense of belonging;
- Can talk about their problems;
- Are able to further develop a wide range of skills and character traits (in the time they are with us) to overcome barriers to learning;
- Can achieve and succeed.

We also recognise that support is essential in ensuring that this MEAT strategy becomes embedded and developed. We have a dedicated Team so that we can champion MEAT –practice and monitor the development of the strategy yearly.

Ethos and Environment

Aim: To continue to develop our staff and learners' wellbeing at MEAT

Learners comment on the excellent relationships they have with trainers and how 'support is everywhere' at MEAT. This is critical when we are reflecting on how we continue Teaching and Learning.

Aim: To continue to develop our learning offer for learners in the workplace.

To continue to develop collaborative working opportunities that improve self-awareness and improve resilience.

Learners who apply to be an apprentice with MEAT are supported to make the right choices from the pre visit stage. This level of personalised support given by trainers continues through enrolment and into curriculum areas throughout their studies at MEAT. Our learners' levels of engagement are high and this is also due to their programme being relevant to them and their future choices.

There are a range of social and emotional learning opportunities offered at MEAT and this is further enhanced by our Roskilde offer which is reviewed annually. This is also complimented by the Learner Support calls, which develop social and emotional skills which are relevant to develop social and emotional learning and have the potential to help with the skills needed for good progress and for health and wellbeing.



Underpinning this is clear emphasis on ‘taking responsibility for your own learning’ which is supported by the approach of all staff. We have a clear outline in the Learner Induction Workbook in relation to Learner Discipline and this also enables learners to take responsibility for their own actions and learn from it.

Learner Voice

Aim: To continue to develop our Learners voices.

We recognise that Learner Voice is an important part of developing and improving everything we do here at MEAT. We also know that involving learners in decisions that impact on them can benefit their emotional health. As a result, we are continually looking at ways that ensure that Learner Voice is reflected across MEAT.

We are developing a focus group; we have learner surveys twice in a learner’s journey and these provide us with much needed information to continually improve on what we do at MEAT.

Staff

Aim: Training and development opportunities.

We recognise that it is important for our staff to access training to increase their knowledge of emotional wellbeing, to equip them to be able to identify mental health difficulties in the learners they work with. This includes knowing who to refer a learner to.

In addition, we recognise the importance of staff taking care of their own wellbeing and encourage them to look after their physical and mental health. MEAT offer activities and opportunities for staff to engage in to assist their wellbeing.

Identification and Intervention

Aim: To develop subsequent interventions and the impact this then has on achievement.

We closely monitor the achievement of all learners at MEAT and we do this through our learners Progress Review every six months. This data enables us to see if there are any particular groups that are not making the progress they should be. We can identify need at this level and then look to make the appropriate intervention at either a curriculum support or personal support level (or sometimes both).

Working with parents to explore what else we (staff, learners and families) could do more of in order to promote SEMH (Social, Emotional, Mental Health) to enable improved resilience.

We recognise that the transition from school to an Apprenticeship could be difficult for some young people. As a result, we look to build a relationship with prospective learners and their parents from when they apply to us right through to when they study with their employer. We encourage parental contact and more sensitive issues are usually relayed through.

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Resources

<p><u>Alcohol</u> https://www.drinkaware.co.uk/check-the-facts/health-effects-of-alcohol/mental-health/alcohol-dependence</p>
<p><u>Anxiety</u> https://www.mind.org.uk/information-support/types-of-mental-health-problems/anxiety-and-panic-attacks/about-anxiety/</p>
<p><u>Bereavement</u> https://www.nhs.uk/mental-health/feelings-symptoms-behaviours/feelings-and-symptoms/grief-bereavement-loss/</p>
<p><u>Building Well-Being Together</u> https://www.mindfood.org.uk/building-wellbeing/</p>
<p><u>Confidence and Self-esteem</u> https://thesource.me.uk/your-mind/confidenceandselfesteem/</p>
<p><u>Coping with eating disorders</u> https://www.beateatingdisorders.org.uk/</p>
<p><u>Catch 22 – Family support and intervention</u> https://www.catch-22.org.uk/what-we-do/</p>
<p><u>Drugs and Alcohol addiction</u> https://www.talktofrank.com/ https://www.turning-point.co.uk/</p>
<p><u>Effects of Depression and Bullying on Young People – Inspire Suffolk</u> https://www.youtube.com/watch?v=xt0_mTFAAns</p>
<p><u>Feeling frustrated</u> https://www.mind.org.uk/information-support/types-of-mental-health-problems/anger/about-anger/</p>
<p><u>Health in Suffolk</u> https://www.livewellsuffolk.org.uk/</p>
<p><u>Information and advice for young people</u> https://www.childrensociety.org.uk/information/young-people</p>
<p><u>Mental health and emotional wellbeing</u> https://pshe-association.org.uk/topics/mental-health</p>
<p><u>Smoking</u> https://www.mayoclinic.org/healthy-lifestyle/quit-smoking/in-depth/nicotine-craving/art-20045454</p>
<p><u>Self injury</u> https://www.selfinjurysupport.org.uk/ https://harmless.org.uk/ https://www.selfharm.co.uk/</p>

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<u>Sexual Health</u> https://www.icash.nhs.uk/
<u>Tattoos and Piercings</u> https://www.healthline.com/health/beauty-skin-care-tattoos-piercings
<u>Understanding your sexuality</u> https://www.betterhealth.vic.gov.au/health/healthyliving/Sexuality-explained
<u>Young Men's health</u> https://youngmenshealthsite.org/

Signed

JANE DALE

Managing Director

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