

**ALUMNI
REMINDER**

**HEALTH &
WELLBEING**

**SUPPORT
PLAN**





WELCOME FROM WILL BALDWIN

By now, students should feel well settled at BHASVIC and the routine of their week having navigated the long Autumn term. The Spring term always provides opportunities to reflect and think ahead – we will be encouraging students to do the same. The focus of tutorial this term is emotional health and wellbeing – we will be asking students how much they really know about them and what to do when things aren't right. Being a 16 –18 year old means navigating a lot of competing demands – study, work, social life etc – and on the whole our students do a very good job of doing this, but we are always mindful that we are here to educate them about managing life as well as gaining qualifications. I trust all is well with your young person at BHASVIC – please do contact us if not.

ALUMNI REMINDER

We have been working with Future First to encourage all our Alumni to sign up to our new Alumni database. Alumni can sign up here and can state whether they would like to come back to college to speak to current students about their experiences at university, gap years, apprenticeships and training, jobs and careers:

Are you a former student of BHASVIC? Please sign up to our ALUMNI

Stay in touch with us and help to support our current students too. Sign up for FREE
www.networks.futurefirst.org.uk/former-student/bhasvic

Please remind your children who have left BHASVIC to sign up!

Find us on Twitter: [@BHASVICparents](https://twitter.com/BHASVICparents) or [@BHASVIC_Alumni](https://twitter.com/BHASVIC_Alumni)
 Or why not 'Like' us on Facebook www.facebook.com/bhasvic alumni1/

THIS TERM IN TUTORIAL

A1 STUDENTS

Having been inducted into College, our first year students began exploring their future plans in earnest during the Autumn term, investigating possible career paths and finding out lots more about the options available to them at university. Each student has an electronic booklet full of helpful links that you may wish to discuss at home. Our first project of the Spring term is "Looking After Myself", focused on emotional health and wellbeing. Students will explore different aspects of wellbeing and gain a working understanding of how to manage their own mental health. The late teenage years can be a difficult and stressful time, and this project aims to help our young people to understand which feelings are normal and when to seek extra help. There is a wealth of information about wellbeing on our VLE and social media feeds, and students are always welcome to visit Student Services for further advice. After half term, students will be able to make the choices that will customise their second-year programme of study, and will embark on their Wider World project, in which they will explore democracy and values.

A2 STUDENTS

Our second years have been following a range of different programmes designed to help them reach their future goals, including university and employment. Much of this work will continue throughout the year but this is also the time to look ahead to the practical matters of adult life. Students have recently completed a LifeSkills project, supported by Barclays LifeSkills website, which has helped them identify and develop a range of skills that they will use in every walk of life, including communication, assertiveness and resilience. This term, the focus is on independent living, including budgeting, and the post half-term slot will cover professionalism. We aim for every student to leave College with an up-to-date CV and a professional online presence, no matter what their next steps.





EMOTIONAL HEALTH & WELLBEING

In Tutorial this term our students are looking at the topics Looking After Yourself (A1) and Independent Living (A2). Both of these topics look at health and wellbeing, as it is important that students learn not only how to study and revise, but how to care for themselves and keep themselves as well as possible. These are life-skills that everyone needs to develop, whether it's preparing healthy food on a budget, or understanding and countering anxiety and stress.

Whilst at BHASVIC, students have access to a range of support services. All students have a weekly Tutorial session with their Personal Tutor. They will meet with their PT at least once a term for a one-to-one conversation, to

discuss how college is going and whether there is anything that is worrying them or affecting their studies or wellbeing. Students are encouraged to ask to see their PT for one-to-ones more often if they need extra support.

All students are allocated to one of five Guidance Managers. GMs are responsible for managing a group of Personal Tutors, and will handle the more serious issues that their tutees are experiencing. This includes extra support for students who are particularly vulnerable, especially when they are at risk of leaving the college early. GMs are also responsible for discipline issues, and safeguarding concerns about the tutees in their groups.

Students who disclose or present a safeguarding concern to any member of staff can be confident that this will be handled sensitively, and appropriately. In line with our duties under Keeping Children Safe in Education legislation, we have a Designated Person for Safeguarding, and a Cross-College Safeguarding Lead who step in to co-ordinate when students need external services, such as social services or the police, to help keep them safe.

For ongoing emotional wellbeing problems, we have a **counselling team** within the college, provided by DLG YMCA Dialogue Centre, and last year over 100 students saw a counsellor at BHASVIC. This service is there to support students over a longer period of time, and the waiting list can be long, so it is not able to provide an immediate response to students in crisis. When students do present with more urgent mental health needs, we can make referrals to Child and Adolescent Mental Health Services (CAMHS), to help them get the clinic support they need.

Students who access counselling at BHASVIC report really positive outcomes. In 2016-17, 94% of students supported by the counselling team reported that they felt their College work had improved or stabilised during counselling, including improvement in concentration levels, their ability to apply themselves, completion of homework, academic attainment and the feeling of achievement and pride in themselves. 95% of students who received counselling reported that they felt their behaviour had improved or stabilised. 95% of students seen for 1-1 counselling reported that their self-esteem improved or stabilised. 94% reported an improvement to their emotional wellbeing, consequences of which included feeling more positive about their future and better equipped to deal with stressful situations.

For more immediate support, students can access the **Welfare Office**. This is mainly run as a drop-in service between 10am and 4pm Tuesday-Friday, but they can also book set appointments to ensure they can be seen. The Welfare Office provides a place where students can be listened to, where they can talk about any difficulties or worries they have inside or outside college. Every year hundreds of students visit the Welfare Office to talk about their emotional wellbeing, mental health, and physical health. As well as supporting students within the college wellbeing structures, students are referred to local support services for specialist help. The Welfare Office always keeps in mind the values that there is nothing so awful, or too little, that you can't talk to somebody about it, and that everybody has the right to feel safe.

Students who are worrying about their future plans can make an appointment to see one of our **Careers Advisors** to discuss jobs, university, apprenticeships, gap years and any other careers-related topic they need advice on.

We also encourage students to support each other through their friendship groups, and to come and see us if they have concerns about a friend or classmates. **Safeguarding** is a whole college task, and we're really proud of our students making mature and responsible decisions to seek help. We want BHASVIC to be an inclusive and accepting college where every individual feels part of a community and where we play an active role in our local community to help raise standards and aspirations. We strive for the highest possible standards, where students are supported, valued and developed as individuals in a safe environment, knowing that their wellbeing is key to their success.

Full information on all our support services can be found here www.bhasvic.ac.uk/student-life/our-support-service



SUPPORT PLANS

WHAT IS A SUPPORT PLAN AND WHAT ARE ITS IMPLICATIONS?

During their time at BHASVIC many students will have a discussion with a teacher or member of staff which results in a set of targets over and above the day to day requirements of independent study and attendance in lessons.

The Support Plan is the College's system for documenting these agreed targets, recording them/or the reasons behind them, and providing a vehicle for students to document their progress towards them.

The Support Planning process begins with a discussion between student and staff member where the need for the plan is explained and the targets are agreed. BHASVIC staff endeavour to ensure that targets are achievable, fair and consider the students situation and to provide motivation and reassurance that the tasks are achievable. The plan will outline additional support available such as subject extensions and additional learning resources to help the student achieve the targets.

The Support Planning system is not designed to be a 'report' system or to be punitive but to encourage students to take responsibility for their own learning and progress, to assist in this the plans are available to parents via the Parent Advantage portal.

Support Plans have designations according to a staff members level of concern, a green plan is usually indicative of an easily resolvable issue which if addressed will not affect the student's academic progress. An amber plan represents more concern and if the targets are not completed there may be an impact on the student's eventual grade. Red plans are rare and are almost always the culmination of a series of events which are accompanied by earlier support plans. If you receive a notification of a green or amber support plan we would advocate having a conversation about how the student can achieve the targets in the time suggested.

A red plan is an indication that a teacher is seriously concerned about a student's ability to complete the course with a passing grade. This may be a result of lack of submission of work or another factor preventing the student from completing the course. If a red plan is agreed you will usually be contacted by the student's Guidance Manager (GM), a member of staff with oversight of their entire programme. The GM will offer support and explain what happens next. Most red support plans are resolved, and the student goes on to complete their qualification with a good passing grade.

We hope that through good communication we can enable students to assume responsibility for their success whilst also providing a supportive environment for this to take place.

FIVE WAYS TO WELLBEING

The Five Ways to Wellbeing are simple factors, that can be free and easy to build into your daily life. They can help you to feel better and cope with challenges more effectively (bounce back with resilience). They are based on evidence which showed which types of 'interventions' (activities and behaviours) could be shown to either enhance somebody's overall sense of wellbeing, protect them against mental ill health, or both.

What is 'wellbeing'?

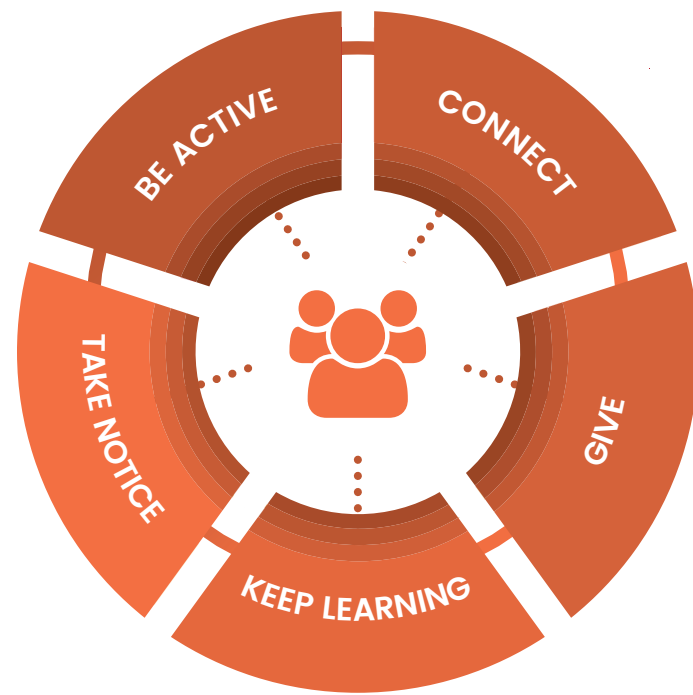
The concept of wellbeing comprises two main elements: feeling good and functioning well. Feelings of contentment, enjoyment, happiness, curiosity and engagement are characteristic of someone who has a positive experience of their life. Equally important for wellbeing is our relationship to the world and others: experiencing enriching relationships, having some control over your own life and having a sense of purpose are all important attributes of wellbeing. We can still have good wellbeing even when we have challenges from our physical or mental health.

The recommendations of Five Ways to Wellbeing were designed to be appealing to different age groups and backgrounds, and accessible to everybody. This meant they had to be versatile, wide-ranging and possible to engage in for free. It was also important that recommendations gave people power to support their own wellbeing, without needing any professional support to do so.

We suggest that students should try to make sure that they are ticking off their Five Ways, over a week or month. This can be more difficult for those who are already struggling with their wellbeing or health, but the benefits are well worth the effort.



THE FIVE WAYS ARE:

**Be Active...**

Regular physical activity is associated with a greater sense of wellbeing and lower rates of depression and anxiety across all age groups. Physical activity does not necessarily need to be particularly intense for feeling good.

This means you can go for a walk or run, cycle, dance (even by yourself in your room!), play sports, garden or do yoga. Most importantly, discover physical activities that you enjoy.

Connect...

Social relationships are really important for promoting wellbeing and for acting as a buffer against mental ill health. Strong connections to friends and family foster a

sense of belonging. Try to connect more with the people around you – family, friends, classmates, co-workers and neighbours. Building genuine interpersonal connections supports our health and enriches our lives. Make time for a chat with a friend, arrange to have a video call with a relative, go for lunch with somebody from your subjects. It is important that our relationships are both broad (lots of interactions with lots of different people, even if they're mostly superficial 'small talk') and deep (more meaningful and authentic interactions, usually within our core support network).

Give...

Neuroscience has shown that mutual cooperation is associated with enhanced neuronal response in reward areas of the brain, which indicates that social cooperation is intrinsically rewarding. Wellbeing is enhanced when you are able to achieve a sense of purpose in society and, contribute to your community. This means that helping, sharing, giving and team-oriented behaviours associated with an increased sense of self-worth and positive feelings.

Seeing yourself, and your happiness, linked to the wider community can be incredibly rewarding and will also create connections with the people around you. You can become really involved in local charities or community groups, but it doesn't have to be something that big – you could share a campaign or petition you are passionate about on social media, or offer to help out more around the house. Do something nice for a friend, or a stranger. Thank someone. Smile. Find ways to look outwards, as well as inwards.

Keep Learning...

The continuation of learning through life has the benefits of enhancing self-esteem, as well as encouraging social connections and a more active life. Setting goals and experiencing making progress towards them can create feelings of satisfaction and self-belief.

In sixth form, there is plenty of learning to be done! However, different kinds of learning can have different benefits. You don't need to engage with a long, formally accredited, exam-based course (like A levels), to get a boost from learning – sometimes you just need to watch a 5 minute YouTube video. Learning for the sheer enjoyment of it, rather than as a necessary step in life, can improve your mood and give you a lift from the positive feeling of acquiring knowledge. Try a new hobby, learn how to maintain your bike, play an instrument, discover new recipes. Next time you wonder about the origins of something, or how something works, use the internet to find out – we have the answers to so many questions at our fingertips!

Take Notice...

Being in a state known as mindfulness ('the state of being attentive to and aware of what is taking place in the present') has been shown to predict positive mental states, self-regulated behaviour and heightened self-knowledge. Reminding yourself to 'take notice' is a step in the right direction towards strengthening and broadening awareness of your intrapersonal world (the experience of being you). Studies have shown that being aware of what is taking place in the present directly enhances wellbeing, and making the effort to savour an experience can help to reinstate life priorities and boost mood.

Some people use mindfulness, meditation, prayer or chanting to relax into a moment and take notice, but it doesn't have to come from anything as formal as this. Be curious about the world around you, and appreciate small beauties – the way the sun is coming through the clouds, wildlife and nature, the changing of the seasons. Wiggle your toes in your shoes, or run your fingers over something whilst really paying attention to its texture. Try to 'savour the moment' more – whether you're walking to college, eating lunch, or chilling with friends – be more aware of and appreciative of the sights, smells, sensations and tastes of the moment.

HIGHER EDUCATION UPDATE – MARCH 2018

A1 STUDENTS

Our first years have completed a six-week project 'My Future Plans' in the second Autumn half term. This project encouraged students to think about what they might do after BHASVIC and was a mixture of information and independent research into universities, employment, apprenticeships, art foundation, voluntary work – and more. Students downloaded a project book into their own space loaded with information and useful weblinks – ask them to share it with you if you might be interested. They can download it from the A1 tutorial pages of the VLE if they haven't downloaded it already.

A1 YEAR (SPRING 2018)

- A1-A2 Transfer - Students make their second year course choices (more information later in this section).
- Higher Education/Specialist evenings for parents/carers
- Careers staff available – students encouraged to book appointments with our careers staff.

- How parents/carers can support: HE evening for parents/carers, talk to students about their BHASVIC course choices, future plans.

Please look out for our HE and Specialist Application Parent/Carer evenings later in the term – dates can be found on our website www.bhasvic.ac.uk/parents-carers-dashboard/events-and-resources and www.bhasvic.ac.uk/parents-carers-dashboard/higher-education

A2 STUDENTS

Our second year students have been busy applying to universities and we have helped them complete the process, and their all-important personal statements, in the Autumn term. These are all checked by their tutors and their UCAS Apply forms are checked by Guidance managers before being processed by our General Office staff. If your young person changes their mind and decides to go to university at this stage, it's better to wait for UCAS Extra to open in May and then look at spaces on courses



at universities of their choice. There is always another opportunity through clearing, which gives an opportunity for students on results day to still look for a course of their choice.

Students will continue to get help and support through tutorial sessions for Student Finance, Accommodation, Food and Budgeting and other aspects of Independent Living.

A2 YEAR (SPRING 2018)

- Tutor – University preparation - Accommodation/Student Finance/Independent Living
- FINAL UCAS Application deadline for art/design foundation courses 24th March 2018 (check individual institutions)

- Offers and replies
- Student Finance Applications
- How parents/carers can support: Remind students to check their emails and UCAS track. Students need to register for student finance around May-time. They will need their NI number. If they delay their finance maybe delayed, including their maintenance loans for September.
- Student Finance Applications Usually open for registration around May. Students must register before the deadline. They will confirm after results day when accepting their offers.

THIS LEADS NICELY ONTO TWO RELATED ASPECTS FOR A1 STUDENTS.

1) A1-A2 TRANSFER

Students will shortly be embarking on their choices for A1-A2 transfer. Essentially within our two year linear A level/BTEC programme we would expect the majority of students to continue with their first year courses into the second year. There may well be alongside this some small changes for a small number of students which are managed by Guidance Managers.

In their second year most students will choose a portfolio course which makes up their full-time programme of study alongside their A level/BTEC courses. These are wide and varied and can be of general interest such as French for Beginners, related to chosen careers such as Fitness Instructing or ICT in the Workplace, skills based such as the Duke of Edinburgh Award and British Sign Language, or related to chosen university destinations such as English for University, the Biology Crest award, Criminology, Life Drawing or Historiography. There really is something for every student and many courses are very popular. Many students embark on the **EPQ (Extended Project Qualification)** which is similar to a university dissertation.

It is written on a subject of their own choice, involves a high level of independent study and is equivalent to 60% of a full A level. More information on the process and choices for students later this term in tutorial.

During this process students will also choose their tutorial pathway next year from the **UCAS (University)** pathway, **Employability and Enterprise** for those who will be seeking work or apprenticeships after BHASVIC, **Art Foundation** and **Oxbridge or Medics**. The Oxbridge and Medics tutor groups meet from June to support the early applications deadline mid-October. All are led by specialist tutors.

2) PREDICTED GRADES

Students apply to university with a set of predicted grades that are provided by their subject teachers in June. They are then encouraged to use these grades to apply to appropriate universities and courses with related entry requirements. Students will be embarking on **progression exams** in May/June which seems like a long time away, but these are critical in ensuring that students work to the best of their ability to reflect the predicted grades for which they are capable of securing in their actual final exams and assessments.

We pride ourselves on setting realistic predicted grades for students, and although predictions also may come from related coursework (particularly in courses that are coursework focussed), the progression exams are a good guide, and often quite accurate, in predicting what a student's final grades might be. However hard work and motivation, alongside a good level of attendance, can often mean students improve on their expected grades generated from their GCSE results to excel.

Please encourage your young person to revise hard for their progression exams – higher predicted grades do result in a greater choice of courses and destinations – although the only good university and course is the one that is right for your young person.

For further information for A1 to A2 transfer **please click here**

ART FOUNDATION

A final note about Art Foundation diplomas. These are encouraged by universities for students intending to study an arts degree as it helps them explore the breadth of their own skills and interests before applying to the wide range of university courses available. Popular destinations for our students include both Brighton MET colleges in Brighton

(old City College), and Northbrook (Goring), which are both outstanding. The one-year full-time course is equivalent to two good A levels and is assessed entirely through coursework. The deadline passed at the end of December but they may well consider late applications.

I hope that helps provide information on the complex process of continuing education and making future plans after BHASVIC and second year portfolio choices.

You will find lots more information for parents/carers' on our higher education page

www.bhasvic.ac.uk/parents-carers-dashboard/higher-education

In addition, there is lots of extremely useful Careers guidance, and information about Art Foundation, also on the Student BHASVLE.

Any queries please do not hesitate to email me:

Nikki Fabry

Guidance Manager and HE lead

Email: he@bhasvic.ac.uk



BHASVIC

Further Information and Useful Links:

www.bhasvic.ac.uk/parents-carers-dashboard

www.twitter.com/studentservs

www.facebook.com/studentservicesbhasvic

www.twitter.com/Well_at_BHAS

www.twitter.com/BHASVIC_Alumni

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