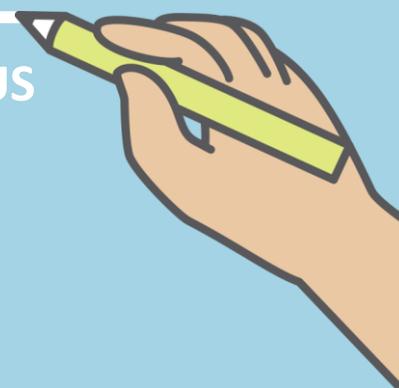


# GREATER MANCHESTER MENTALLY HEALTHY COLLEGES

School to college transition

SALFORD COLLEGE, WORSLEY CAMPUS  
JANUARY 2020



Salford City College has five main centres of which Worsley College is one.

Salford is in Greater Manchester and has a population of around 220,000.

Salford is the 15th most deprived of 354 local authorities.

Educational attainment at the age of 16 is below the national average and unemployment is slightly higher than in Greater Manchester and above the national average.

Approximately 25% of college students are from ethnic minority background.

<https://www.salfordcc.ac.uk/>

## School to college transition

This is part of the Greater Manchester Mentally Healthy Schools and Colleges programme. Due to the concentration of student numbers in a relatively small number of education settings and the short timeframes involved we recognised that a more bespoke approach to further Education colleges would be needed.

The aim of this project was to:

- Develop the capacity of further education and sixth form colleges in Greater Manchester to collaborate in support of the mental health and wellbeing of their staff and students
- Identify good practice that can be shared across the system.

There are 21 colleges in Greater Manchester (9 general further education colleges and 12 sixth form Colleges) and approximately 90% of 16 to 18yr olds in Greater Manchester are in colleges. During an academic year approximately 51,000 out of 56,000 16-18-year olds will study at these further education and sixth-form colleges.

The Association of Colleges (North) was awarded funding for 12 months in March 2019 to deliver a project to raise awareness and support development of the mental health agenda within individual colleges. Two main providers are supporting the project, Charlie Waller Memorial Trust and British Association of Counselling and Psychotherapists.

We wanted to support potential 'Not in Education, Employment or Training' students by providing support over the summer months (July 2019 and August 2019).

## What we did

- During the summer holidays we held weekly activities for new students to help ease their transition from school to college
- We also held sessions during enrolment and at the start of term
- Sessions were held in small groups in college by curriculum area to help students to become more familiar with their new surroundings and to meet other likeminded peers on their course



The first session was team building which helped the students to get to know each other and build communication skills. They worked together to build spaghetti towers and used critical skills to evaluate their performance.



We had an upcycle craft session where we discussed the effects of waste and overconsumption on the environment and the small changes we can make daily.

We then used items that would have normally been thrown away to create a piece of art.



The healthy lifestyle session helped highlight what nutrients we get from our food and why we need them. We also discussed 'good' and 'bad' food and how we can look at things in a different way.

Students came up with great ideas of how to increase activity levels to create a healthier lifestyle then participated in a yoga session and really immersed themselves in the practice.



In another session the Princes Trust Team guided them through a pizza making session where they were able to design make and eat their own pizzas which was thoroughly enjoyed by all and provided new skills for learners who had never made their own food before. We also ran a Scavenger Hunt in the local park where they needed to draw on team work skills to complete the task.



Grow your own herbs was a session where we invited students to test their knowledge in a blindfold quiz. They surprised themselves when they guessed the correct herbs and they also learnt about some unfamiliar herbs too. We discussed how to use them, which was great experience for three students who have enrolled onto hospitality and catering courses. They then planted their own herbs in recycled pots to take home and watch grow.



The final session was building confidence, a perfect way to end the summer and to prepare them for starting their course the following week. Activities involved highlighting personal strengths and attributes and focusing on what we have rather than what we don't. Students also practiced some positive affirmations which they could use as a daily practice. They painted stones with a word or phrase to provide a daily reminder.

The students that attended the programme were then able to enrol within a comfortable environment (our wellbeing room) that supported them with the process. Pastoral staff and parents / carers were also invited to attend. Enrolment was completed in a caring environment where the students were given the extra time, care and consideration they needed.

### **What happened next**

The group have continued to meet in our newly created wellbeing room which they feel is a safe place for them to spend their time outside of their lessons at break and lunchtime or even after college. A number of the students set up activities and delivered them with other new students during this time. They were amazed that 2 weeks into college they were acting as mentors as at the end of July they didn't believe they would even be able to engage in college due to anxiety and confidence levels.

### **Benefits**

The programme has been extremely successful as all students who engaged are now enrolled at the college with excellent attendance and relationships with the pastoral coach and pastoral leaders who delivered the programme.

### **Case study 1. Student CT**

CT attended every session of our summer programme and throughout that time really grew in confidence. On the first session we played archery and CT didn't feel confident to take part, however she got involved in the team building activities and became more involved throughout the session. Working in really small groups helped CT to come out of her shell and share more personal information.

**It was a fun session to take part in, I attended all the sessions and got to know Sarah the Pastoral Coach. This helped me to settle into college'**  
**Student CT**

CT loves animals and with her family adopts dogs which she lovingly takes care of. She struggles with a heart condition which means she is on regular medication and soon she will have a two-week period of monitoring to assess whether she needs to increase her dose. Regardless of this CT has 95% attendance which is great. She is on the catering level 1 course and is really enjoying it. She likes working both in the kitchen and front of house and has a very supportive dad who used to be a chef. CT always comes with her full uniform ready to learn and makes good contribution in class. She has developed good relationships with other students and is growing in confidence weekly.

## Case study 2. Student KLV

KLV is a looked after child (LAC) and during the LAC review at her previous high school she was highlighted as being at a high risk of being 'Not in Employment Education or Training'. KLV attended several sessions during our summer programme. At first she was nervous and admitted that she struggles with anxiety. She was eager to get involved in activities such as archery and enjoyed the team building activities where she was able to share ideas with her teammates. KLV loves shopping and this would be her ideal job! However, she also likes beauty therapy and enrolled onto the level 1 course in September. Her attendance now is 98% which is excellent and she is always early for college and eager to learn. She really enjoys the practical aspects of the course, manicures are her favourite, but isn't a big fan of doing pedicures. Due to KLV being autistic she is a high needs Education, Health and Care Plan student. She has in class support which has really helped her to stay on track and up to date with work. Taking part in the summer programme helped KLV to familiarise herself with the college while there were less people around and build a good relationship with Sarah her Pastoral Coach. She regularly checks in with Sarah and updates her on how she is finding the course. KLV isn't sure what she wants to do as a career yet but definitely wants to stay at Worsley College to continue developing her beauty therapy skills and progress onto level 2.

**'I would like to let you know how beneficial the Summer Transition activities were for KLV. We were really worried about the gap from finishing High School to starting college and how this would affect KLV. Even when lots of transition work has been done before prior to the summer break this can be lost during the summer break. Having these sessions helped immensely, getting KLV to know the college surroundings and meeting staff. The sessions she attended included Building Confidence, and Team Building these helped with her self-esteem and prepared her for her first day at college. We feel these sessions have contributed greatly and Kaci has made a great start to college life'**  
**Statement given by KLV's foster carer during her Personal Education Plan meeting**

# GET IN TOUCH

[gmhscp.gmmhprogramme@nhs.net](mailto:gmhscp.gmmhprogramme@nhs.net)

0161 625 7463

<https://hub.gmhsc.org.uk/mental-health>

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