

**Calex UK Apprenticeships Programme**  
**Mental Health and Emotional Wellbeing Policy**

**Contents**

1.0	Policy Statement
2.0	Scope
3.0	Policy Aims
4.0	Key Staff Members
5.0	Individual Risk Assessments
6.0	Training about Mental Health Awareness
7.0	Signposting
8.0	Sources or support at the academy settings and in the local communities nationwide
9.0	Warning signs
10.0	Targeted support
11.0	Managing disclosures
12.0	Confidentiality
13.0	Whole School Approach
13.1	Working with Parents/Carers
13.2	Supporting Parents/Carers
14.0	Supporting Peers
15.0	Training

**1.0 Policy statement**

Within Calex UK Apprenticeship Programmes, we are committed to promoting positive mental health and emotional wellbeing to all apprentices and members of staff.

Our open culture allows learners’ voices to be heard, and through the use of effective policies and procedures, we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

**2.0 Scope**

This policy is a guide to all staff across the apprenticeship programmes – outlining Calex UK approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant apprenticeship programme policies.

**3.0 Policy Aims**

- Promote positive mental health and emotional wellbeing in all staff and apprentices.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in learners.
- Enable staff to understand how and when to access support when working with young people / learners with mental health issues.
- Provide the right support to apprentices with mental health issues, and know where to signpost them and their parents/carers where applicable for specific support.
- Develop resilience amongst apprentices and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from senior management that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and apprentice welfare where everyone is aware of signs and symptoms

with effective signposting underpinned by behaviour and welfare around the programme training facilities.

#### **4.0 Key staff members**

This policy aims to ensure all staff take responsibility to promote the mental health of apprentices, however key members of staff have specific roles to play:

- Safeguarding & Welfare Officers (DSL's)
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- Programme Managers
- Assistant Programme Managers

If a member of staff is concerned about the mental health or wellbeing of apprentices, in the first instance, they should report via CPOMS and speak to:

- Safeguarding & Welfare Officer (DSL) – Stellantis Group – Will Glendon-Doyle
- Safeguarding & Welfare Co-Ordinator (DSL) – Volvo, Porsche, and Mazda – Victoria Lupton

If there is a concern that the apprentice is high risk or in danger of immediate harm, the safeguarding procedures should be followed and the DSL informed.

If the learner presents a high risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

#### **5.0 Individual Risk Assessments**

When an apprentice has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through CAMHS / IAPT or another counselling / therapeutic organisation, it is recommended that an Individual Risk Assessment should be drawn up and stored on BUD.

The development of the plan should involve the apprentice, parents where applicable, and relevant professionals.

Suggested elements of this risk assessment include:

- Details of the apprentice's situation / condition / diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role the programme. The employer, and specific staff

#### **6.0 Training learner about Mental Health Awareness**

The skills, knowledge and understanding our apprentices need to keep themselves - and others - physically and mentally healthy and safe are included as part of our Flick Learning and wider curriculum.

Incorporating this into our curriculum at appropriate stages is a good opportunity to promote apprentices' wellbeing through the development of healthy coping strategies and an understanding of apprentices' own emotions as well as those of other people. Additionally, we will use such training sessions as a vehicle for providing learners who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting learners to support any of their friends who are facing challenges.

#### **7.0 Signposting**

We will ensure that staff, apprentices and parents/carers where applicable are aware of the support and services available to them, and how they can access these services. Within the training facility settings

(noticeboards, social areas, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure learners understand:

- What help is available?
- Who it is aimed at?
- How to access it?
- Why should they access it?
- What is likely to happen next?

Staff suffering from mental health issues will be offered support through appropriate channels and signposted to relevant professional agencies. Westfield Employee Health Programme offers free counselling sessions to employees and their families.

## **8.0 Sources or support at the programme settings and in the local communities nationwide**

Apprenticeship Programme Based Support – We aim to train key safeguarding staff in Mental Health First Aid.

1:1 Trainer Support:

- All trainers will provide pastoral support for apprentices and will prioritise apprentices who are identified as disadvantaged, SEND or struggling with their mental health.

1:1 Mentoring DSL Safeguarding Team:

- Support for all apprentices who are dealing with a difficult situation, friendship groups or training life.
- It is aimed at all apprentices with low level concerns
- Referral to the DSL can be made by the trainers or Programme Managers

Area Coach Support:

- Support via regular review meetings
- These take place within a 12 week cycle

1:1 Specialist support via external agencies including:

- Bereavement Counselling
- Samaritans
- ROSA – Support for victims of sexual abuse
- Barnados
- CAHMS
- IAPT
- NHS-based services positioned geographically across the UK / dealer network

## **9.0 Warning Signs**

Staff may become aware of warning signs which indicate a learner is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert:

- Safeguarding & Welfare Officer (DSL) – Stellantis Group – Will Glendon-Doyle
- Safeguarding & Welfare Co-Ordinator (DSL) – Volvo, Porsche, and Mazda – Victoria Lupton

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Lateness to, or absence from work or the academy settings when on training blocks
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

### **10.0 Targeted support**

We recognise some young people are at greater risk of experiencing poorer mental health.

For example, those who are in care, young carers, those who have had previous access to CAMHS or similar mental health counselling services, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We aim to work closely with mental health support agencies and their teams in the local areas to the programme settings as well as in the apprentice's location where they live and work. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of apprentices who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those apprentices most at risk (or already showing signs) of social, emotional, and behavioural problems
- Working closely with local Social Services teams, CAMHS, IAPT and other agencies services to follow various protocols including assessment and referral
- Identifying and assessing in line with relevant Early Help Assessment Tools applicable to the area in which they live and work, apprentices who are showing early signs of anxiety, emotional distress, or behavioural problems; discussing options for tackling these problems with the apprentice and their parents/carers where applicable.
- Agree an Individual Risk Assessment as the first stage of a 'stepped care' approach
- Providing a range of interventions that have been proven to be effective

According to the apprentice's needs

- Ensure young people have access to pastoral care and support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns
- Any support offered should take account of local community and educational policies and protocols regarding confidentiality
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and the identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

## **11.0 Managing disclosures**

If an apprentice chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. All disclosures should be recorded confidentially using CPOMS and passed to the respective DSL.

## **12.0 Confidentiality**

If a member of staff feels it is necessary to pass on concerns about a learner to either someone within or outside of the apprenticeship programme, then this will be first discussed with the learner.

We will tell them:

- Who we are going to tell?
- What we are going to tell them?
- Why we need to tell them?
- When we're going to tell them?

Staff will always discuss the concern with the respective DSL in the first instance to formulate an action plan of support.

Ideally, consent should be gained from the apprentice first, however, there may be instances when information must be shared, such as learners up to the age of 18 who are in danger of harm. In these instances, parents must always be informed, but apprentices may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the apprenticeship programme / DSL makes contact with the parents/carers. If an apprentice gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

## **13.0 Whole apprenticeship programme approach**

### **13.1 Working with parents/carers where applicable**

If it is deemed appropriate to inform parents there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- We will utilise Microsoft TEAMS to meet with parents / carers who are located away from the training facility locations
- Who should be present – apprentice, relevant staff, parents?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their 16/17 year old child issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage. Ensure a record of the meeting and points discussed/agree are added to the apprentice's record and an Individual Risk Assessment created if appropriate.

### **13.2 Supporting parents**

We recognise the family plays a key role in influencing young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing where possible.

#### 14.0 Supporting Peers

When an apprentice is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case by case basis which friends may need additional support.

#### 15.0 Training

As a minimum, all staff will receive regular training about mental health issues as part of their regular safeguarding training to enable them to keep learners safe. Identified staff within the apprenticeship programme settings will receive Mental Health First Aid Awareness training or equivalent.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional Continued Professional Development (CPD) will be supported throughout the year where it becomes appropriate due to developing situations with one or more apprentices. Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health. Suggestions for individual, group or whole programme CPD should be discussed with Head of Apprenticeships.

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