

College Group Policy

Learner Wellbeing Policy

Manager Responsible: Director of Learner Experience & Essential Skills

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AMENDMENT SUMMARY

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1. INTRODUCTION

We are committed to creating a learning environment where every learner feels valued, supported, and empowered to achieve their full potential. The transition into further education can be both exciting and challenging, and we recognise the vital role that learner support and wellbeing play in ensuring academic success, personal development, and lifelong resilience.

We aim to ensure that every learner, regardless of background, ability, or circumstances, has access to the right support at the right time. Through integrated services, effective safeguarding practices, and a whole-college ethos of care and respect, we strive to enable every learner to thrive both inside and outside the classroom.

2. PURPOSE

This Learner Support and Wellbeing Policy outline our approach to promoting and safeguarding the mental, emotional, and physical wellbeing of all learners. It provides a clear framework for staff, learners, and external partners to work collaboratively in identifying needs early, providing timely interventions, and embedding a culture of inclusivity, respect, and positive mental health.

3. SCOPE

This policy applies to both campus-based and work-based learners throughout the period of their enrolment with the College. It also applies to learners whilst on work experience, enrichment activities or representing the College in the wider community.

4. POLICY DETAILS

We are committed to promoting a whole-college approach to learner wellbeing by:

- Providing access to timely and appropriate support.
- Promoting positive mental health and emotional resilience.
- Creating a safe, respectful, and inclusive learning environment.
- Encouraging learner voice and participation.
- Ensuring learners are safeguarded and protected from harm.

5. SUPPORT SERVICES

- Learner Support and Wellbeing Team
- College Counsellors and Wellbeing Advisors
- Safeguarding Team
- Mental Health Support Team
- Mental Health First Aiders
- Progress Tutors
- Leaders and Managers of Curriculum
- External Referrals (CAMHS, NHS services, etc.)

6. CURRICULUM AND WELLBEING

Life Skills and Enrichment Programme

The Life Skills and Enrichment Programme plays a vital role in promoting learner wellbeing by equipping learners with essential personal, social, and emotional skills.

This includes areas such as resilience, five ways to wellbeing, decision-making, stress management, and digital wellbeing. These sessions help learners navigate everyday challenges and promote self-help and independence. The Life Skills Team empower learners to build positive relationships, maintain good mental health, and develop essential life skills.

Progress Tutorials

Progress Tutorials offer regular, one-on-one, or small-group sessions that focus on learners' academic, personal, and emotional development. These sessions provide a safe and supportive environment where learners can reflect on their progress, set meaningful goals, and discuss any wellbeing concerns. Progress tutors serve as consistent points of contact, offering guidance, encouragement and referrals to additional support services when needed. There are also dedicated Learner Review Weeks that take place in year where Wellbeing is measured alongside progress discussions and relevant support, and targets are put in place. This personalised approach ensures that learners feel seen, supported, and motivated throughout their educational journey.

Targeted Workshops

Targeted workshops address specific areas of need offering timely and practical support on issues such as anxiety, exam stress, and healthy relationships. These sessions are often tailored based on learner feedback and emerging trends, ensuring relevance and impact. Delivered by internal staff or external specialists, the workshops aim to build awareness, provide coping strategies, and connect learners with further resources. They enhance the overall wellbeing offer by responding flexibly to learner needs and promoting a proactive approach to mental health and personal development.

7. RESPONSIBILITIES

Senior Leadership Team

Wellbeing will be embedded into the college's strategic planning through a Senior Mental Health Support Lead to ensure it is prioritised across all levels. This includes allocating appropriate resources and providing training to support the delivery of effective wellbeing services. Regular monitoring and evaluation should be conducted to assess the impact of wellbeing initiatives, enabling continuous improvement based on feedback and evolving learner needs.

Learner Safeguarding Team

The Safeguarding Team are responsible for managing safeguarding concerns within the college and act as the main point of contact for liaising with external agencies when necessary to ensure the safety and wellbeing of individuals.

Learner Support and Wellbeing Team

Wellbeing and pastoral staff play a vital role in supporting learners by providing direct, day-to-day emotional and practical assistance. They actively promote access to a range of support services, including counselling, mentoring, and external services, helping to create a safe and nurturing environment.

College Counsellors and Wellbeing Advisors

College counsellors play a key role in supporting learner wellbeing by providing confidential emotional and psychological support, along with mental health promotion. They advocate for a safe and inclusive environment and, when appropriate, may collaborate with college staff, families, and external agencies to ensure holistic care.

Counsellors develop wellbeing programmes, monitor learner needs, and follow safeguarding protocols when necessary.

Mental Health Support Teams (MHST)

The Mental health Support Team work in partnership with the college to provide early intervention and support for learners experiencing mild to moderate mental health issues. They deliver evidence-based interventions, assist the college's Senior Mental Health Lead in embedding a whole-college approach to mental health and wellbeing, and offer timely advice to staff. MHSTs also consult with external specialist services to ensure learners access appropriate support and can remain engaged in education.

Curriculum Teams

Teaching and support staff are key to promoting learner wellbeing by identifying and referring individuals who may require additional support to the appropriate services. They also play a crucial role in creating a positive and inclusive classroom environment, which embodies the Ready, Respect, Safe and TPP culture and embeds wellbeing strategies into daily practice and encouraging open conversations to support learners emotional and academic development.

Learners

Learners are encouraged to actively engage with wellbeing initiatives and make use of available support services to maintain their own mental and emotional health. They also play a key role in promoting a positive and respectful college culture by supporting their peers, promoting inclusivity, and contributing to a safe and supportive learning environment for all.

8. EQUALITY DIVERSITY AND INCLUSION

As part of the College's commitment to its wellbeing policy, Equality, Diversity, and Inclusion are central to creating a supportive and respectful environment for all. The College is dedicated 'Inclusion by Design' ensuring that every individual has equitable access to wellbeing support and services. Regardless of background, ability, gender, sexuality, or faith, all learners are treated with dignity and respect, and their unique needs are acknowledged and addressed.

9. CONFIDENTIALITY

The College acknowledges that because of implementing this policy it will receive personal data of a confidential and sensitive nature and shall ensure that all such data is managed, processed, and stored in accordance with the relevant Data Protection legislation.

Normally, sensitive personal data and confidential information will only be disclosed to third parties with the express, informed consent of the learner for the purposes of implementing this policy. However, there may be occasions where the College is obliged to disclose, notwithstanding that the learner has refused consent. These include:

- Where the learner's behaviour threatens their safety or the safety of others
- Where the member of staff or the College would be liable to civil or criminal penalty for failing to disclose.
- Where it is required by law.

10. POLICY MONITORING AND REVIEW

The effectiveness of the policy will be monitored by the Head of Learner Safeguarding and Wellbeing.

This policy will be reviewed annually or sooner in response to changes in legislation, guidance, or college needs and following feedback collected through learner surveys and focus groups.

Regular reporting to the Mental Health Strategy Group who will report into the Senior Leadership Team.

11. LINKED COLLEGE POLICIES

This policy should be read in conjunction with other College policies, in particular (this is not an exhaustive list):

- Safeguarding Policy
- Equality and Diversity Policy

12. COLLEGE COUNSELLING SERVICE

Aims

The College Counselling Service aims to support learners' mental health and emotional wellbeing, enabling them to achieve their academic and personal goals.

- Provide a safe, confidential space for learners to explore emotional or psychological difficulties.
- Support learners in managing personal challenges that may affect their studies or wellbeing.
- Promote emotional resilience and healthy coping strategies.
- Liaise with internal and external support networks when necessary.

Learners can access counselling by completing a request for support form.

Confidentiality

All counselling sessions are confidential within the limits of safeguarding and legal obligations. Exceptions to confidentiality include situations where there is a risk of harm to the learner or others, or when disclosure is required by law.

Safeguarding

Counsellors are required to follow the college's Safeguarding policy. Any safeguarding concerns will be shared with the Designated Safeguarding Leads.

Record Keeping and Data Protection

Minimal records are kept securely in line with GDPR and college data protection policies. Records will not be shared outside the service without the learner's informed consent, unless required for safeguarding or legal reasons.

Standards and Ethics

Counsellors will work in accordance with the ethical framework set by the British Association for Counselling and Psychotherapy (BACP) or equivalent professional body. They will maintain appropriate qualifications and undertake regular supervision.

Monitoring and Evaluation

The service will be regularly reviewed to ensure it meets learners needs and adheres to best practices.

13. LEARNER WELLBEING POLICY SUMMARY

At our college, we want every learner to feel valued, supported, and able to reach their full potential. Starting college can be exciting but also challenging, so we provide lots of support to help you succeed both academically and personally. No matter your background or situation, you will have access to the right help when you need it through a caring and safe environment.

Our wellbeing policy focuses on looking after your mental, emotional, and physical health. This means we work together, learners, staff, and outside specialist services, to spot any issues early, offer support quickly, and create a respectful and inclusive atmosphere for everyone.

Support is available from many people, including wellbeing advisors, counsellors, safeguarding staff, mental health team, and tutors. We also offer life skills sessions, one-on-one tutorials, and workshops that cover things like managing stress, building resilience, and healthy relationship, helping you build the skills to cope with life's challenges.

Everyone at the College has a role in wellbeing. Leaders make sure wellbeing is a priority, safeguarding leads handle safety concerns, support staff provide day-to-day help, and teachers create positive classroom spaces. You also have a vital role by getting involved in wellbeing activities, using support services, and helping create a respectful community.

We celebrate diversity and are committed to treating all learners with respect and fairness, no matter your background, identity, or beliefs. Your personal information is kept confidential, shared only when necessary to keep you or others safe, and handled carefully according to the law.

The College regularly reviews the wellbeing arrangements to keep improving how we support you, and it works alongside other important policies like safeguarding, equality, and diversity.

Equality Impact Assessment (EIA) Initial Screening Form

Name of the Policy, Procedure, Practice or Proposal being screened:

Learner Wellbeing Policy

Provide a brief description of its purpose:

The Wellbeing Policy sets out the college's commitment to supporting learners' emotional wellbeing needs and aims to promote mental, emotional, and physical wellbeing for all learners, providing timely access to support services and removing barriers to learning.

Are there controls in place to monitor the uniform application of this practice? (if no please explain below)

Yes

~~No~~

Does the policy or process have the potential to affect a particular group disproportionately in either a positive or negative way? Please provide comments with supporting evidence:

The policy is intended to support all learners equitably. Through regular monitoring, inclusive practice, and being responsive to learner needs, the college seeks to ensure the policy contributes positively to the wellbeing and success of all learners.

If you have identified a medium or high equality impact, please complete the following, otherwise leave blank. Add additional comment below the questions, as necessary.

Are there any other policies or practices that need to be assessed alongside this screening?

Yes

No

Should the policy or practice proceed to a full Equality Impact Assessment?

Yes

No

If the answer to the above question is no, please give the reasons for this decision:

If a full impact assessment is required, please give the date by which it will be completed

(Note – If you have assessed a negative impact as high, you must seek advice and conduct a full EIA on a high priority basis)

Declaration:

We are satisfied that an initial screening has been carried out and a full Equality Impact Assessment [~~is~~ / is not] required at this time.

(If a full EIA is required, a template form is available within the EIA Guidance Notes which must be read before completing a full EIA).

Manager:

Signature: E Tugwell

Date: 15 May 2025

Countersigned

Signature: R Leech

Date: 15 May 2025