



Swift Learning- Student Well-being and Mental Health Policy

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1. Introduction

At Swift Learning, we recognise that many of our students face significant challenges that impact not only their learning but also their mental health and well-being. These students may have disengaged from mainstream education due to complex emotional, social, or mental health difficulties. We are committed to providing a safe, nurturing, and supportive environment where students can rebuild their confidence, develop coping strategies, and achieve their full potential.

Our approach to well-being and mental health is integral to our ethos of inclusion, respect, and individualised support. We ensure that every student's mental health needs are identified early and addressed in a way that is tailored to their specific circumstances. This policy aligns with both Coventry City Council's and Warwickshire County Council's guidelines, ensuring that students receive the support they need through a collaborative, multi-agency approach.

2. Aims of the Well-being and Mental Health Policy

The aims of this policy are to:

- Ensure early identification and proactive support for students experiencing mental health difficulties.
- Create a positive and supportive environment where students feel safe to talk about their well-being.
- Promote emotional resilience and coping strategies for students who may face personal or academic challenges.
- Offer tailored mental health and well-being interventions that support the diverse needs of our students.
- Work closely with parents, carers, and external agencies to provide holistic support.
- Equip staff with the knowledge, skills, and resources to support students' mental health effectively.

3. Understanding Mental Health and Well-being in an Alternative Provision Context

In an alternative provision setting, students may face a range of mental health and well-being challenges, including but not limited to:

- **Emotional trauma** from experiences of exclusion, abuse, or neglect.
- **Mental health conditions** such as anxiety, depression, and self-harm.
- **Social and emotional difficulties** including challenges with self-esteem, relationships, and anger management.
- **Behavioural difficulties** stemming from unmet emotional needs, including disruptive or withdrawn behaviours.
- **Disengagement** from education due to mental health struggles or previous negative experiences with school.

Mental health and well-being go beyond the absence of illness; they encompass a student's ability to manage stress, build positive relationships, and develop the skills necessary for personal and academic growth. We are committed to recognising and addressing the mental health needs of every student in a way that is specific to their situation, fostering an environment where students feel empowered to succeed.

4. Identifying Mental Health and Well-being Needs

Early identification of mental health issues is crucial in alternative provision, where students may already have complex needs or may have previously disengaged from education. To identify students' well-being needs, we use a variety of methods, including:

- **Regular assessments and check-ins** with students, where mental health and emotional well-being are discussed as part of holistic support.
- **Close monitoring** of changes in attendance, behaviour, academic performance, and social interactions, as these may indicate underlying mental health concerns.
- **One-to-one conversations** with key staff members, including tutors, mentors, or well-being leads, who are trained to identify and support mental health issues.
- **Referrals from parents or carers**, who may raise concerns about their child's emotional or mental health outside of the provision.
- **Collaboration with external agencies**, such as **CAMHS**, social services, or mental health professionals, to identify students requiring specialist intervention.

We take a proactive approach to mental health by encouraging open communication, providing a safe environment, and maintaining a focus on early intervention.

5. Supporting Students with Mental Health Needs

We provide tailored support for students with mental health needs, ensuring that interventions are holistic and personalised. This includes:

- **Weekly check-ins with designated key workers:** Each student will have a designated key worker who will meet with them on a weekly basis to check in on their mental health, well-being, and progress. These check-ins provide a safe and supportive space for students to discuss any emotional or mental health challenges they may be facing, as well as their academic and social development.
- **Individualised support plans:** For students with identified mental health difficulties, we develop individualised support plans that include academic, emotional, and social goals. These plans may involve specific therapeutic support or interventions tailored to the student's needs, including regular meetings with the key worker.
- **Access to therapeutic support and referrals:** While we do not directly work with CAMHS, we are committed to supporting students by facilitating referrals to CAMHS or other mental health services when necessary. We assist students and their families in accessing the appropriate external support, ensuring they receive the specialised care required.

6. Promoting Positive Mental Health

We aim to promote positive mental health by embedding well-being initiatives across the provision:

- **Whole-provision approach:** Mental health education will be woven into the curriculum, ensuring students develop coping strategies, resilience, and a deeper understanding of their own mental health.
- **Well-being events and awareness days:** We will raise awareness about mental health through events, group discussions, and activities designed to break down stigma and encourage open conversations.
- **Resilience and well-being programmes:** We will implement well-being programmes that focus on building resilience, stress management, and emotional regulation, with a particular emphasis on providing strategies for coping with external challenges.
- **Peer support networks:** Encouraging positive relationships between students through structured peer support schemes, such as mentoring or buddy systems, promoting a supportive environment.

7. Staff Training and Development

We are committed to providing all staff with the necessary tools and knowledge to support students' mental health and well-being. This includes:

- **Mental Health Training:** All staff will receive training on identifying mental health difficulties, providing initial support, and signposting students to appropriate resources.
- **Regular Updates:** Staff will be regularly updated on mental health resources, new strategies for supporting students, and any relevant changes in legislation or best practices.
- **Well-being for Staff:** We recognise the importance of staff mental health and offer support for teaching and non-teaching staff to ensure their well-being is prioritised. This includes access to support services, well-being initiatives, and time for reflection.

8. Working with External Agencies and Partners

We recognise that collaboration with external agencies is vital in providing comprehensive support for students with mental health needs. This includes:

- **Referrals to CAMHS and other mental health services:** While we do not directly work with CAMHS, we facilitate referrals to CAMHS and other mental health services when required. We support students and families in navigating these services, ensuring access to the specialised care they need.
- **Local Charities and Support Services:** We partner with local organisations that provide counselling, mentoring, and outreach services to students, ensuring they have access to a range of emotional and mental health resources.

- **Educational Psychologists:** For students requiring specific psychological assessments, we engage with educational psychologists to identify strategies for support and intervention.

9. Parental Involvement

We believe that involving parents and carers is crucial for supporting students' mental health.

We encourage:

- **Open Communication:** We regularly communicate with parents about their child's well-being and any support they may require.
- **Parent Support Networks:** We offer access to parent workshops and support groups that focus on mental health and well-being, helping parents to better support their child at home.
- **Referral Pathways:** Parents are informed about how they can refer their child for additional support and how we collaborate with external professionals and agencies.

10. Confidentiality and Safeguarding

We understand the sensitive nature of mental health issues and ensure that any information shared about a student's mental health is treated with the utmost confidentiality. However, we are also committed to safeguarding the welfare of all students, and if there is concern for a student's safety, we will follow our Safeguarding Policy and involve the appropriate authorities when necessary.

11. Monitoring, Review, and Evaluation

This policy will be regularly monitored, reviewed, and updated to ensure it remains relevant and effective. We will evaluate the success of our mental health initiatives through:

- **Feedback from students, staff, and parents:** Surveys and discussions will be used to assess the impact of our well-being initiatives.
- **Tracking progress:** The progress of students receiving mental health support will be tracked, ensuring that interventions are having a positive effect.
- **Regular reviews:** The policy will be reviewed annually to ensure it continues to meet the needs of our students and aligns with local and national mental health standards.