



Mental Health & Wellbeing Support Policy (50)

Policy Statement

Competum Ltd is committed to promoting, supporting, and sustaining the mental health and wellbeing of all learners and staff. We recognise that good mental health is essential for effective learning, progression, and employment outcomes.

We strive to create an environment where all individuals feel safe, valued, included, and supported to seek help without stigma.

This policy sets out our approach to identifying, supporting, and responding to mental health and wellbeing needs across our provision.

Purpose of the Policy

This policy aims to:

- Ensure learners and staff can access appropriate mental health and wellbeing support.
- Promote a positive environment where wellbeing is embedded into everyday practice.
- Ensure early identification of mental health needs and reduce barriers to learning.
- Clarify roles and responsibilities related to mental health support.
- Establish consistent processes for signposting, referral, recording, and follow-up.
- Support Ofsted expectations that providers prioritise learner wellbeing, safety, inclusion, and participation.

Scope

This policy applies to:

- All Competum Ltd learners, including Skills Bootcamp participants
- All staff, trainers, assessors, contractors, and volunteers
- All delivery settings (online, classroom-based, workplace, blended)



Principles of Mental Health and Wellbeing Support

Competum Ltd commits to:

Accessibility & Inclusion

- Ensuring all learners can access wellbeing support, regardless of protected characteristics, background, or learning needs.
- Providing reasonable adjustments and tailored support where mental health affects learning.
- Embedding wellbeing considerations into curriculum design and delivery.

Early Identification

- Identifying mental health and wellbeing needs at **induction, initial assessment**, and throughout learning.
- Using accurate, sensitive questioning to understand support needs.

Creating a Safe & Supportive Environment

- Establishing an atmosphere that promotes openness and reduces stigma.
- Encouraging positive wellbeing strategies within sessions.

Collaboration

- Working with external professionals, employers, carers, and support agencies where appropriate and with consent.

Confidentiality

- Handling disclosures sensitively and in line with GDPR.
- Sharing information only on a need-to-know basis to safeguard the learner.



Definitions

Mental Health

A person's emotional, psychological, and social wellbeing. This includes conditions such as depression, anxiety, trauma-related experiences, and long-term mental health conditions.

Wellbeing

The broader sense of feeling healthy, safe, satisfied, and able to engage positively in learning and life.

Roles and Responsibilities

Senior Leadership Team (SLT)

- Ensures resources, training, and policies support mental health effectively.
- Reviews mental health provision and outcomes across the organisation.

Designated Safeguarding Lead (DSL)

- Acts as the key contact for concerns involving mental health where safety or risk is identified.
- Supports referral pathways and liaises with external services when required.

Trainers, Assessors, and Delivery Staff

- Create a supportive, inclusive classroom environment.
- Identify early signs of learner distress or disengagement.
- Log and escalate concerns according to safeguarding procedures.
- Implement reasonable adjustments where appropriate.

Learners

- Are encouraged to share concerns early.
- Are expected to treat others with empathy, respect, and confidentiality.



Identifying Mental Health & Wellbeing Needs

Mental health needs may be identified through:

- Induction and initial assessment
- Ongoing interactions with tutors
- Changes in attendance, engagement, or behaviour
- Learner self-disclosure
- Concerns raised by employers (for Bootcamps)

Indicators may include:

- Withdrawal or low participation
- Emotional distress
- Reduced concentration
- Erratic attendance
- Expressions of hopelessness, anxiety, or overwhelm

Staff must **not** diagnose but must **respond supportively** and follow Competum procedures.

Support Available

Competum Ltd offers:

Internal Support

- One-to-one pastoral check-ins with delivery staff
- Adjusting learning plans or workloads
- Providing extra support with deadlines
- Reasonable adjustments (extra time, flexible session attendance, structured breaks)
- Welfare calls for learners struggling with attendance or life circumstances



External Signposting

Competum Ltd may signpost learners to:

- NHS mental health services
- Local Talking Therapies
- Crisis support (e.g., 111 option 2, Samaritans)
- Employer assistance programmes (Bootcamp employer referrals)
- Community wellbeing organisations

Crisis or High-Risk Situations

If a learner is at risk of harm to themselves or others, staff must:

1. Stay calm and supportive
2. Contact the DSL immediately
3. Follow safeguarding procedures
4. Call emergency services if urgent and immediate risk is identified

Recording and Monitoring

- All wellbeing concerns must be recorded on Competum's safeguarding/wellbeing system.
- Actions, referrals, and outcomes must be documented clearly.
- Records are kept securely and in line with GDPR.
- Patterns of concern, wellbeing needs, and attendance links are monitored regularly.

This supports Ofsted's emphasis on **effective, embedded systems** that reduce barriers and support participation.

Staff Training

Competum Ltd ensures staff receive:

- Mandatory safeguarding and Prevent training
- Training on recognising mental health concerns
- Training on trauma-informed practice
- Signposting guidance and boundaries
- Ongoing CPD relating to wellbeing and inclusion



Promoting Positive Mental Health

We proactively support wellbeing through:

- Encouraging positive attendance and routine
- Embedding resilience-building activities in teaching
- Creating a culture of respect, value, and belonging
- Providing flexible engagement strategies where possible
- Encouraging work/life/learning balance

Policy Review

This policy is reviewed annually or sooner if:

- Legislation changes
- Ofsted updates its expectations
- Internal reviews indicate a need for policy development
- External agencies advise adjustments

shared with all staff.

Approval and review

Approved by	Keith McGroarty
Policy owner	Competum Ltd
Policy author	Cris Drant
Date	14.06.25
Reviewed date	N/A
Updates/adjustments made	