



# ASPIRING MINDS TUITION

EDUCATION WELLBEING CREATIVE

## MENTAL HEALTH AND WELLBEING POLICY

Reviewed July 2026

## CONTACT US



07764501214



[info@aspiringmindstuition.co.uk](mailto:info@aspiringmindstuition.co.uk)



[aspiringmindstuition.co.uk](http://aspiringmindstuition.co.uk)

## **Mental Health and Wellbeing Policy**

### **Contents**

|                                                                                        |           |
|----------------------------------------------------------------------------------------|-----------|
| <b>1. Purpose .....</b>                                                                | <b>3</b>  |
| <b>2. Scope.....</b>                                                                   | <b>3</b>  |
| <b>3. Definitions .....</b>                                                            | <b>3</b>  |
| <b>4. Roles and Responsibilities.....</b>                                              | <b>4</b>  |
| <b>5. Legislative and Regulatory Framework .....</b>                                   | <b>4</b>  |
| <b>6. Promoting Mental Health and Wellbeing.....</b>                                   | <b>5</b>  |
| <b>7. Early Identification and Support .....</b>                                       | <b>5</b>  |
| <b>8. Counselling Skills and Mentoring Support at AMT .....</b>                        | <b>5</b>  |
| <b>9. Supporting the Mental Health of All Learners, including those with SEND.....</b> | <b>6</b>  |
| <b>10. Mentoring Support: A Safe Place and Familiar Face .....</b>                     | <b>7</b>  |
| <b>11. Growth Mindset Approach .....</b>                                               | <b>7</b>  |
| <b>12. Learner Voice and Participation.....</b>                                        | <b>8</b>  |
| <b>13. Crisis Management and Immediate Support .....</b>                               | <b>8</b>  |
| <b>14. Training and Awareness .....</b>                                                | <b>9</b>  |
| <b>15. Quality Assurance of Wellbeing Support .....</b>                                | <b>9</b>  |
| <b>16. Complaints.....</b>                                                             | <b>9</b>  |
| <b>17. Linked Policies .....</b>                                                       | <b>9</b>  |
| <b>18. Monitoring, Evaluation and Review .....</b>                                     | <b>10</b> |

## **1. Purpose**

At AMT (Aspiring Minds Tuition), we believe that mental health and wellbeing are just as important as academic achievement. We are committed to creating a supportive, inclusive environment where every learner feels valued, understood and empowered to succeed, personally, socially, emotionally and academically. This policy outlines how we promote mental health, support wellbeing and foster resilience in all our learners, enabling them to engage fully in their learning, personal development and wellbeing.

## **2. Scope**

This policy applies to:

- All staff (permanent, temporary, contractors and volunteers)
- All learners and parents/carers
- Any visitors, partners or service providers associated with our organisation

## **3. Definitions**

- **Mental Health**  
A state of wellbeing in which our learners are able to think clearly, manage emotions, form positive relationships and cope with the everyday challenges of life. Positive mental health supports their ability to learn and engage meaningfully with others.
- **Wellbeing**  
The overall emotional, mental and physical health of our learners. Wellbeing includes feeling safe, valued, included and supported to reach their full potential.
- **Growth Mindset**  
The belief that abilities and learning develop over time through effort, encouragement and perseverance. We support our learners to view mistakes as part of the learning process and to build confidence through progress.
- **Emotional Regulation**  
The ability of our learners to recognise, express and manage their emotions in healthy and appropriate ways. We help learners develop these skills through tailored strategies and a supportive environment.
- **Neurodiversity**  
The understanding that all brains work differently. Neurodivergent learners (e.g. those with autism, ADHD, dyslexia or sensory processing differences) may experience the world uniquely. We recognise and support these differences with inclusive and personalised approaches.
- **Protective Factors**  
The strengths, skills and support systems that help our learners build resilience and maintain good mental health. These may include trusted relationships, creative expression, consistent routines and a sense of belonging within AMT.

#### **4. Roles and Responsibilities**

- **Director**  
Leads and oversees the implementation of the Mental Health and Wellbeing Policy. Ensures that all staff, volunteers and associates receive appropriate training and that mental health provision is monitored, reviewed and continually improved.
- **Tutors and Mentors**  
Promote positive mental health and wellbeing through inclusive teaching and personalised mentoring. They build supportive relationships, encourage open dialogue and identify and respond to signs of emotional distress or mental health needs, referring concerns appropriately.
- **Invigilators and Volunteers**  
Although not directly involved in teaching, they play an important role in creating a calm, safe environment for learners during assessments or activities. They are expected to uphold AMT's values and report any safeguarding or wellbeing concerns to the Director.
- **Parents/Carers**  
Work in partnership with AMT to support learner wellbeing. This includes sharing relevant information, supporting mental health strategies at home and maintaining open communication with staff.

#### **5. Legislative and Regulatory Framework**

This policy aligns with the following legal and statutory guidance, which collectively support the promotion of positive mental health, inclusion and wellbeing for all learners at AMT:

- **Equality Act 2010**  
Protects individuals from discrimination and promotes equality, including in relation to mental health and disability.  
<https://www.legislation.gov.uk/ukpga/2010/15/contents>
- **SEND Code of Practice: 0 to 25 Years (2015)**  
Provides statutory guidance on supporting learners with special educational needs and disabilities, including those with social, emotional and mental health (SEMH) needs.  
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Children and Families Act 2014**  
Ensures that children and young people with additional needs, including mental health difficulties, receive appropriate education, health and care support.  
<https://www.legislation.gov.uk/ukpga/2014/6/contents/enacted>
- **Mental Health Act 1983 & 2007 Amendments**  
Sets out how people with mental health conditions are assessed, treated and safeguarded, with relevance to understanding rights and protections.  
<https://www.legislation.gov.uk/ukpga/1983/20/contents>
- **Keeping Children Safe in Education (2024)**  
Provides statutory guidance on safeguarding and promoting the welfare of children

and young people, including awareness of mental health concerns.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

## **6. Promoting Mental Health and Wellbeing**

We have a strong emphasis on mental health and believe it is just as important as academic achievement. Our sessions incorporate building confidence, self-esteem and strategies to reduce anxiety. Every step of progress is celebrated, whether academic or non-academic. Creative elements are integrated into tuition to allow learners to explore and express their inner creativity, which supports emotional wellbeing and engagement.

## **7. Early Identification and Support**

AMT places a strong emphasis on the early recognition of mental health and emotional wellbeing concerns. Our tutors and staff are trained to observe and respond to signs such as changes in engagement, mood, communication or confidence.

Where concerns are identified, we:

- Record observations sensitively and confidentially
- Communicate with families, carers or referrers where appropriate
- Discuss strategies as a team to ensure consistent support
- Use our existing safeguarding and SEND frameworks to guide response

This proactive approach ensures learners receive the right support at the right time.

## **8. Counselling Skills and Mentoring Support at AMT**

At AMT, we recognise that some learners benefit from additional emotional support alongside their educational journey. While we are not a clinical service, we offer professional and specialised counselling skills and mentoring to create a nurturing, accessible environment that meets a range of personal, educational and emotional needs. Some learners find formal clinical counselling too intense, our approach bridges that gap, offering gentle, yet effective support through listening, encouragement and emotional regulation strategies (e.g. mindfulness, breathing techniques, positive self-talk, and stress management).

We recognise when a learner may benefit from additional specialised support beyond our tuition and mentoring. Where appropriate, we sensitively guide learners and their families or local authority contacts to specialist external services equipped to provide clinical or therapeutic care. This may include:

- **CAMHS (Child and Adolescent Mental Health Services):** For assessment and support around more complex or ongoing mental health needs.
- **GPs or School-Based Counselling Services:** Learners may benefit from accessing local health professionals or counselling linked to their school or community.

- **Educational Psychologists or SEND Services:** For assessment, diagnosis or specific learning-related interventions.
- **National Helplines and Charities:** Including
  - *YoungMinds* – mental health support for young people and families
  - *Samaritans* – 24/7 confidential support
  - *NSPCC* – support around safeguarding and child protection

We support learners both with and without formal diagnoses and work alongside external professionals and families to ensure joined-up care. We handle referrals with sensitivity, always respecting the autonomy of the learner and their support network. Where necessary, we follow all safeguarding protocols to protect learner welfare.

We make referrals or signposts with sensitivity, care and respect for the autonomy of the learner and those supporting them (parents/carers, key workers, etc.). We do not impose referrals but ensure clear information is shared and maintain a joined-up, supportive approach where appropriate. In all cases, safeguarding procedures will be followed where there is concern about a learner's immediate welfare or safety.

## **9. Supporting the Mental Health of All Learners, including those with SEND**

At AMT, we are committed to supporting the mental health and emotional wellbeing of all learners, while recognising that those with Special Educational Needs and Disabilities (SEND) may face additional or more complex challenges. Our approach is underpinned by flexibility, compassion and a personalised learning experience that supports every learner's emotional and academic journey.

We understand that learners may experience:

- Anxiety related to learning, assessment or social interactions
- Low self-confidence or difficulty with self-expression
- Emotional regulation difficulties or behavioural needs
- Barriers related to communication, sensory processing or executive functioning
- General stress, pressure or wellbeing concerns not related to SEND

To meet the diverse needs of our learners, AMT provides:

- A flexible and adaptive delivery model, tailored to each individual's learning style, pace and emotional needs
- Consistent staffing, ensuring the same tutor or invigilator is assigned to a learner whenever possible, helping to build trust, routine and familiarity
- Predictable and structured sessions with optional visual aids or clear verbal instructions to reduce anxiety and uncertainty
- A focus on emotional check-ins, mentoring and wellbeing strategies for all learners, not just those with identified SEND
- The use of personalised mental health strategies, such as mindfulness exercises, calming techniques, movement breaks or quiet reflection time
- A supportive culture that values progress, effort and self-belief as much as academic achievement

- Partnership working with parents/carers, referrers and external professionals to provide joined-up, consistent support
- Proactive use of our SEND and Reasonable Adjustments Policies to ensure fair, inclusive and barrier-free access to learning and assessment

By embedding wellbeing into everything we do, AMT creates a learning environment where every learner feels seen, supported and safe and where both their emotional and academic growth is nurtured.

## **10. Mentoring Support: A Safe Place and Familiar Face**

Our mentoring sessions give learners a reliable space to talk, reflect and grow, guided by a consistent, familiar adult who listens without judgment.

Mentoring at AMT supports a wide range of needs — **academic, emotional, personal, and social**. Learners may access mentoring for:

- **Educational coaching**  
Revision strategies, planning, managing workload and staying organised
- **Mental wellbeing support**  
Mindfulness, breathing exercises, emotional regulation, relaxation techniques, positive self-talk and coping with stress or anxiety
- **Personal growth and development**  
Building self-esteem, confidence, motivation, resilience and navigating setbacks
- **Social confidence and interaction**  
Support with friendships, communication skills, managing social challenges, or overcoming isolation
- **Safe space check-ins**  
Simply having someone who listens without pressure, provides encouragement, and helps reflect on experiences

Our mentoring helps learners build practical tools and emotional resilience to succeed. It is a flexible, learner-led experience that adapts to individual needs. For some, this personalised and consistent support is more approachable and effective than formal counselling. It bridges the gap between education and wellbeing, empowering each learner to thrive both personally and academically. Through mentoring, learners strengthen their resilience and gain practical strategies to manage life's everyday challenges.

## **11. Growth Mindset Approach**

We promote a growth mindset in our learners by encouraging the understanding that abilities and skills develop with effort, perseverance and learning from mistakes. We believe all learners can improve and achieve their goals through dedication and the right support, fostering resilience and a positive attitude towards challenges.

## **12. Learner Voice and Participation**

At AMT, we recognise that effective mental health and wellbeing support is rooted in truly listening to our learners. We believe that learners who feel heard and valued are more likely to engage positively with their education and personal development.

We actively encourage learners to share their thoughts and feelings about their learning experience in a safe, respectful and supportive environment. This includes opportunities to:

- Express their feelings about their learning environment, including what works well and any challenges they face, whether academic, social or emotional.
- Identify strategies and supports that help them stay calm, focused, motivated and happy, such as preferred learning styles, sensory needs or coping techniques.
- Contribute ideas and suggestions on how AMT can improve its provision to better meet their individual needs and preferences.

To facilitate meaningful learner participation, AMT offers multiple channels for communication tailored to different comfort levels and abilities, such as:

- Informal conversations during sessions with tutors or mentors.
- Structured mentoring and regular wellbeing check-ins to explore experiences in more depth.
- Opportunities to provide anonymous feedback via surveys or suggestion forms, ensuring all learners can contribute without pressure.
- Contact through the MS Teams platform, where learners can message AMT staff directly and receive replies as promptly as possible, fostering ongoing, accessible communication.
- Inclusion of learner feedback in planning and reviewing individual learning plans and support strategies.

Learner input is valued and taken seriously. Their voices directly influence how we tailor our teaching, mentoring and wellbeing approaches, helping us create a personalised, inclusive and empowering environment. This ongoing dialogue also supports the development of learners' self-advocacy skills and confidence.

By fostering open communication and participation, AMT ensures that mental health support is responsive, effective and aligned with each learner's unique needs.

## **13. Crisis Management and Immediate Support**

In the rare event of a mental health crisis during a session or assessment, AMT staff will act promptly and responsibly to ensure the learner's safety and dignity. Actions may include:

- Calming and supporting the learner using agreed strategies
- Contacting a parent/carer or designated emergency contact
- Alerting safeguarding leads for guidance

- Calling emergency services if required (e.g. risk to life)  
We follow our Safeguarding Policy at all times and ensure staff understand their duty of care in crisis situations.

#### **14. Training and Awareness**

All AMT staff receive training on:

- Mental health awareness and promoting wellbeing
- Recognising signs of distress or anxiety
- Supporting learners with diverse needs
- Using creative and inclusive teaching methods to support mental health
- Effective mentoring techniques

Training is ongoing and updated regularly to reflect best practices.

#### **15. Quality Assurance of Wellbeing Support**

We regularly review and evaluate our wellbeing support through:

- Feedback from learners, parents/carers and staff
- Monitoring attendance and engagement
- Reviewing progress and wellbeing goals
- Adjusting approaches based on data and feedback
- External advice and partnerships when needed

#### **16. Complaints**

Concerns about mental health and wellbeing support can be raised through the AMT Complaints Policy and will be handled sensitively and confidentially.

#### **17. Linked Policies**

This policy should be read alongside:

- **Special Educational Needs and Disabilities (SEND) Policy**  
Outlines how we identify and support learners with a wide range of needs, ensuring access to tailored and inclusive provision.
- **Reasonable Adjustments Policy**  
Details how we make adaptations to teaching, assessment and the learning environment to ensure fairness and accessibility for all learners.
- **Safeguarding Policy**  
Sets out our commitment to protecting the safety, wellbeing and rights of all learners, including those experiencing mental health difficulties.
- **Equality, Diversity and Inclusion Policy**  
Promotes a culture of respect, equity and belonging, ensuring that all learners feel valued and supported regardless of background or need.
- **Complaints Policy**

Provides a clear and supportive process for raising concerns related to wellbeing, support or provision.

- **GDPR and Data Protection Policy**

Explains how we handle personal and sensitive information safely, ethically and in line with data protection legislation.

- **Learner Agreement: Code of Conduct**

Sets out expectations for behaviour, respect and communication to ensure a positive and emotionally safe learning environment.

### **18. Monitoring, Evaluation and Review**

The Mental Health and Wellbeing Policy will be reviewed annually by senior leadership. Feedback from learners, staff and parents will inform improvements. Any safeguarding or wellbeing incidents will be analysed for lessons learned and shared in appropriate training.

**Date of Issue:** 26.07.26

**Next Review Date:** 26.07.27