



MidKent College

**Student Wellbeing, Mental Health
and Fitness to Study Policy
2021-2023**

Version	2
Effective Date	Sept 2021
Review Date	Jul 2023
Owner	Executive Director for Curriculum & Quality
Writer	Student Support Manager

Introduction

The purpose of this policy is to outline the College's position on student wellbeing and mental health, the support which is available for students and the arrangements by which both mental and physical health concerns are considered in relation to a student's fitness to study. MidKent College recognises that at times there is sufficient concern that a student's behaviour, attendance and /or academic progress could be the result of mental or physical health or disability or where it may have an impact on the health and safety of others.

The policy outlines:

- How the college will support student health and wellbeing
- The college's statutory obligations and duty of care in respect of students who may be experiencing significant physical or mental health issues
- What will happen if a student's physical or mental health problem significantly affects their fitness to study.

Scope

The policy applies to all students throughout their period of enrolment with College, including those engaged in College related activities away from campus, such as work and industry placements and field trips.

Principles

The college aims to provide a supportive environment that will help students with mental health difficulties and other health conditions to reach their full potential. It also aims to promote positive mental health and wellbeing. The College will implement these aims by:

- Supporting a culture in which challenges to our wellbeing are recognised, talked about and not stigmatised.
- Providing proactive wellbeing interventions through a range of activities, workshops and engagement opportunities for students.
- Adopting a college wide approach to raising awareness of mental health considerations and offering associated guidance and training to both staff and students.
- Encouraging students with difficulties to seek support.
- Meeting individual support needs via a range of on-going supportive interventions and services, which may include Additional Learning Support, CEIAG, Welfare and Counselling and Student Finance.

Whilst the college makes this commitment, students must also be able to take responsibility for following the advice and guidance that accompanies this support.

Our Duty of Care

Equality and Diversity

The College acknowledges its statutory duties under the Equality Act 2010, and is committed to advance equality of opportunity, eliminate discrimination and to foster a diverse and inclusive learning community.

The College welcomes applications from students with disabilities, including Mental Health difficulties. Applicants who have experienced or are continuing to experience physical or mental health problems are encouraged to disclose this on their application form to enable the College to consider and, where appropriate, implement additional support and adjustments, in line with the College's Admissions Policy.

Safeguarding

The College acknowledges its statutory duties in respect of safeguarding and has a Safeguarding Policy which details how we will protect children under 18 and vulnerable adults aged 18-25.

When supporting students with physical and mental health issues, the College will ensure that safeguarding considerations are prioritised.

Data Protection and Confidentiality

The College is mindful of the confidential and sensitive nature of medical conditions, physical and mental health difficulties and fitness to study matters, and of its obligations in respect of confidentiality and data protection legislation. All records relating to student wellbeing and fitness to study will be stored securely and kept in accordance with data protection legislation.

The Student Welfare Service is confidential, and information discussed in private sessions will not be divulged to others without the student's express consent, excepting where it is deemed necessary to share information for safeguarding purposes.

In circumstances where it is considered that the sharing of information may assist in enhancing the student's learning, academic achievement, health, wellbeing and/or wider student experience, the College will seek a student's express consent to the information being shared. In these instances, information would be restricted to staff who are directly involved in the student's education, health and welfare at the College.

In addition to these statutory obligations, the College recognises that it has a moral duty of care to all its students: a duty to act in students' best interests and to support all students, as far as possible, to realise their full academic potential and successfully complete their studies.

Fitness to Study

In certain circumstances, for example if the student poses a risk to his/her own health, or to the safety and wellbeing of other persons, it may be deemed that it is not in the student's best interests to continue their studies until their condition has improved.

Students are expected to take appropriate steps to ensure they remain fit to study, once reasonable adjustments have been put in place. When a student is unable to engage in support or treatment to maintain or improve their mental health, the College may invoke its Fitness to Study Procedures with a view to specify the circumstances within which a student may be permitted to continue as an enrolled student.

Incidents

In the event of an incident involving an acute mental health crisis, the Duty Manager should be called, and the Duty Manager Guidance should be followed. In a situation where there is a perceived imminent danger to the student or others, it may be necessary to call the emergency services (999). If there is a risk of harm to others, damage to College property or the College's reputation, the Duty Manager is empowered to take immediate action to temporarily suspend the student from their studies and exclude them from the College's property, for a time period to be determined at their discretion.

Procedures and Guidance

When Fitness to Study should be used

The Fitness to Study Process should be used where there is sufficient concern that a student's behaviour, attendance and /or academic progress could be the result of mental or physical health or disability or where it may have an impact on the health and safety of others.

Structure of the Process

The Fitness to Study process has 3 stages. The stages reflect the degree of concern and/or perceived seriousness of the situation.

The process can be entered at any stage; however in most cases levels 1 and 2 should be used before escalation to level 3. If the concerns are not addressed by the recommended and agreed actions the next stage may be instigated.

Who can instigate the Process

Stages 1 and 2 can be instigated by a member of staff with a direct link or primary responsibility for the student's needs for example the Course Tutor, Progress and Performance Tutor (PPT) or Head of Department. Level 3 should be the responsibility of the Vice / Assistant Principal (or their nominee) following consultation with appropriate staff in the curriculum area.

Where other members of staff have concerns about a student's health, wellbeing and behaviour they should contact their line manager who will consider if the Fitness to Study process should be followed.

Fitness to Study Process – Stage 1

Stage 1 is used when there are emerging concerns about a student's health, wellbeing or behaviour and the impact on their ability to achieve or progress on the course. Concerns may include a significant deterioration in health, appearance, attitude, particularly where there is an impact on attendance, ability to meet deadlines, succeed academically or participate in normal College life.

Parents or carers of those students under the age of eighteen should be contacted and informed of the concerns.

The member of staff instigating the process should;

- Identify and clarify the issues arising.
- Collate information regarding the student.
- Clarify what action has been taken so far and whether the issues have been discussed with the student.

A meeting with the student should then be arranged and the following points should be considered and included as appropriate:

- Identification/explanation of the concern.
- Clarification of the appropriate College boundaries and Code of conduct.
- Opportunity for the student to give their perspective of what is happening.
- Signposting to relevant services within the College.
- Consideration of what actions can be put in place to support the student and minimise concerns and which members of staff will be responsible. Notes of the meeting (Appendix A) must be kept.
- Agreement of a date to review the situation, the length of time between the meetings should be agreed by all present but should not be longer than 4 weeks.
- Explanation that continuation of the same or any additional concerns could result in escalation to Stage 2.

Fitness to Study Process – Stage 2

Stage 2 of the process is used where there is continued or significant concern, or as a result of escalation from Stage 1.

A stage 2 meeting should include the student, Head of Department, the member of staff expressing concern or those responsible for monitoring actions at Stage 1.

Other Support Services should be included at this stage (e.g. Student Support Services, ALS, Student Support Manager or Student Welfare Officer, PPT, Counsellor). Parents or carers should be contacted and informed of the continuing or new concerns.

A minimum of 24 hours' notice should be given of the meeting.

The meeting should cover the following:

- Identifications /explanation of the concern (provide clear and specific examples) and any past relevant information, including notes from Stage 1 meeting.
- Opportunity for the student to give their perception of the issues/concerns
- Clarification of the student's responsibility at the College (e.g. to be 'well enough' to study and be respectful of others).

- Clarifications of agreed actions and support options to change or improve the current situation.
- Explicit clarification of the consequences of failing to complete the agreed actions, and/or a continuation or worsening of the cause for concern.
- Agreement of any interim monitoring or measures.
- Notes of the meeting (Appendix B) must be kept.
- Agreement of a date to review the situation- the length of time between the meeting, should be agreed by all but should not be longer than two weeks at Stage 2.
- If the situation becomes more complex at the end of the review stage that an escalation to Stage 3 may be appropriate.

If the student does not attend any of the agreed meetings:

- The situation can be discussed in their absence.
- The agreed action plan, support options and timescale for completion must be communicated to the student.

Fitness to Study Process – Stage 3

Stage 3 of the process is used where there is persistent and serious concern about a student's health, wellbeing and or ability to study and cope at college. In the majority of cases this stage will follow attempts to address concerns through stages 1 and 2. Where Stage 3 is an escalation from stages 1 and 2 it is vital that clear records of communication with parents and carers is in place. In some cases, however, it may be appropriate to proceed directly to Stage 3, for example:

- Where health, wellbeing and ability to study are seriously compromised.
- When all the options to address the situation have been explored and a wider College perspective is required.
- When a higher level of decision making is and authority is required.
- When there are serious concerns regarding the risk to the health and safety of the student and where there is a perceived risk and threat to others.

The decision to call a Stage 3 meeting will be made by the appropriate Head of Department or at the request of the Student Support Manager.

Where possible, the Stage 3 meeting will be to ensure that the College considers all possible options to enable the student to continue with their studies. However, escalation to Stage 3 signifies a real concern about the student's ability to continue to study and the meeting will consider whether it may in the best interest of the student to consider an interruption or withdrawal from their programme of study.

The Stage 3 meeting will bring together staff from the student's faculty, and Student Support including appropriate representative from the following:

- Representatives from the student's Curriculum area usually the Head of Department and the Course Tutor
- Representative from ALS
- The Student Support Manager, if appropriate
- The PPT or Opportunities Coach

The learner and parent/carers if the student is under 18, should be informed in writing of the meeting and its purpose, at least 2 working days before the meeting.

At the meeting the following should be considered:

- Summary of the presenting issues, concerns being raised and past relevant information, including any documentation from Stages 1 and 2
- Opportunity for the student to give their perspective of the current issues and if appropriate the history of the events, past experiences and whether they have engaged with any strategies put in place to address the concerns.
- Clarification of the options available to the student at this stage e.g. reduced/altered timetable, distance learning, change of course aim or withdrawal of the student.
- Clarification of agreed actions/options and support services that the learner is encouraged to access.
- Explicit clarification of failing to complete the agreed actions, and /or a continuation of concern
- Agreement of any interim monitoring measures
- Date and time of next meeting of appropriate
- In cases where an interruption or withdrawal is the outcome, the meeting should consider and make explicit what is required from the student before they are permitted to return to study.

In the event that the student does not attend the meeting can take place in their absence and all decisions must be communicated to the student within 2 working days.

A report of the meeting (Appendix C) and agreed actions should be documented by the Chair if the Stage 3 meeting and a copy sent to the student.

In cases where an interruption to study is agreed it must be made clear what needs to happen in order to return to study. Where withdrawal is the outcome of the Stage 3 meeting the agreement of the Executive Director must be obtained, admissions and MIS informed. Referral to external agencies could be made at this point.

Return to Study

In cases where the agreed outcome is an interruption of study, the student will be asked to provide satisfactory evidence to show that they have overcome the original difficulties and is well enough to return to study. The nature of the evidence required from the learner will be dependent on the individual circumstances in each case. In all cases, it is expected that, a report from a recognised independent health professional with sufficient knowledge of the health and wellbeing of the student during the period of interruption and satisfactorily addresses any potential impact that returning to study might have.

The decision to allow a student to return to study will be made by the Head of Department and the Student Support Manager if appropriate, in consultation with the Vice / Assistant Principal.

Where a student has been deemed as a potential risk of harm to self or others and they have been removed from the premises by ambulance, referred to their GP, taken to hospital or collected by a responsible adult, **a recovery period of 5 days must be put in place** (this may be extended if necessary).

Prior to the student returning to study a meeting must be held with the Head of Department and a member of the Counselling or Welfare Team, whoever is most appropriate, before a decision is made. During this meeting a risk assessment (Appendix E) will be carried out to ascertain if the student continues to pose a risk. The student may be asked to provide confirmation that they are continuing to access any course of treatment prescribed by the professionals involved with their care.

Appeals

Appeals against any the Fitness to Study Panel's decisions may be made to the Principal, on the following grounds:

- Procedural irregularity;
- Unreasonable disproportionate decision;
- New material evidence which was not previously reasonably available

The Principal will review all written documentation and may, at their discretion, invite the appellant to a meeting to discuss any points of contention and consult with other College staff and external appropriate professional. The Principal's decision in relation to the appeal is final and concludes the College's procedures.

Service Provision and Roles

The student Services and Welfare Team will provide services during normal office hours Monday to Friday during term-time. The team through a range of roles will provide the following:

- Crisis support and advice with continued support as required
- Talking Therapies, including Counselling and Cognitive Behavioural Therapy
- Informal and formal assessments of the individual's wellbeing associated risks and needs
- Routine appointments, drop-in sessions and availability for crisis response
- General advice and information on coping with, and recovering from, mental health difficulties
- Onward signposting and/or referral to other agencies for help and support
- Liaison with Community Mental Health Team, Crisis Team and local GP
- Training and awareness sessions for students and staff to support students
- Wellbeing workshops and activities to provide proactive interventions to safeguard and promote student wellbeing

There will be joint working within the Welfare Team to be able to meet the individual needs of students and the service.

Students are encouraged to refer themselves to this service by calling in to the office, by phone or email. Students will normally be offered an appointment with the Welfare or Counselling Team in the first instance, who will establish any appropriate internal or external referrals, make initial recommendations and support the student from the outset

Staff and GPs may also refer students to the service, but only with an appropriate consent from the student involved, in order for contact to be facilitated.

Students and staff can use the service for general information and advice about mental health conditions (to assist in their understanding of mental health conditions and the support which is available). However, the service providers will not be able to disclose any information or data regarding any user of the service (including to confirm or deny whether an individual is using the service) unless an appropriate consent has been given.

Student Services Manager

The Student Services Manager provides a triage for further wellbeing support and works closely with the Learning Support Assistants, Progress and Performance Tutors and Opportunities Coaches who provide general support for students, liaison with tutors on attendance or engagement issues, and reach out to students who are a cause for concern. The support of the Student Services Manager and the Welfare Team often runs alongside other external support (e.g. drugs and alcohol services) and internal support (e.g. counselling or academic guidance). Students often request some level of confidentiality following

sensitive disclosures, although the Student Services Manager will always encourage students to talk to their LSA, PPT or OC and, with their consent, will make tutors/teaching staff aware that they are engaging with support.

Counsellor

The College Counsellors are BACP (British Association for Counselling and Psychotherapy) registered, providing a confidential counselling service to students. Students are able to refer themselves to the counselling service directly, this is effective as students find comfort in the confidential nature of the service. Students may not always be seen immediately as there is a high demand for the service, they are usually offered a 6-week course of counselling, longer if needed. The Counsellors work with students to develop techniques so that they are able to cope with their condition or situation themselves, but they are able to return to counselling if needed.

Many people seek talking therapies (or talking treatments), such as counselling or cognitive behaviour therapy (CBT), because they are experiencing unhappiness and want to change the way they are thinking, feeling or behaving and have a better understanding of their feelings and behaviours. Sometimes it can be easier to talk to a stranger than to family or friends and talking therapy gives you the opportunity to express and talk about your feelings and experiences. It can sometimes mean talking about things that have happened in the past or are happening now. Sometimes students feel that they only need a few sessions to feel better, others feel that their problems don't go away, but they find it easier to cope and develop strategies for coping.

Your Counsellors aim to:

- Listen to what you are saying
- Accept you and respect your thoughts and feelings without judging
- Encourage you to focus on yourself and not other people
- Offer you a safe space to express your emotions
- Support you in gaining a deeper understanding of yourself
- Work alongside you in developing answers, and ways of overcoming your difficulties
- Help you to understand and manage your feelings and thoughts
- Offer techniques to help overcome stress and anxiety

Your Counsellors will not:

- Judge you or tell you what to do
- Talk about you to anyone else without your permission (unless in exceptional circumstances if it was felt there was the possibility of serious risk of harm to yourself or someone else)
- Have a relationship with you other than that of a professional counsellor and client

Confidentiality and Data Protection

In certain emergency situations, including an acute mental health crisis with a high risk of self-harm or harm to others, it may be *necessary* to share information with health, medical and/or emergency services in order to safeguard and facilitate appropriate care for an individual. *Normally*, the decision to contact next of kin, will be made by medical professionals, with the exception of students under the age of 18. In such cases, the College will contact parents or guardians, in line with the Under 18 Agreement.

In circumstances where it is considered that the sharing of information may assist in enhancing the student's learning, academic achievement, health, wellbeing and/or wider student experience, the College will seek a student's express consent to the information being shared. In these instances, information would be restricted to staff who are directly involved in the student's education, health and welfare at the College. With the student's involvement, this could be achieved through face-to-face discussions with staff and the student in informal meetings as required. Students will be encouraged to disclose such information themselves and will be made aware of any potential implications of non-disclosure.

The Welfare Team will remain mindful of their obligations in respect of confidentiality and data protection legislation, including in relation to individual written records of the students who they see. These records will include the assessment notes and summaries of each session with the student. These records will be kept in a locked filing cabinet at all times and will be accessed by the staff members of the service only and retained only for the duration of time specified in the College's Data Retention Schedule.

The service will collect and maintain anonymised data to assist in monitoring the service and resource planning. This data may include: the number of students seen, the number of face-to-face contacts with students, the number of face-to-face contacts with staff or fellow students who are concerned about individual students and non-attendance and the number referrals made to internal/external organisations. Data monitoring does not include any personal data.

The service will have a yearly review of its contacts, impact and effectiveness and feedback of the service. This policy will also be reviewed and updated to meet the current and future service requirements.

Additional Information and Guidance on Mental Health

Early Warning Signs

Individuals experiencing difficulties may present some warning signs, symptoms or behaviours that could indicate that there is a problem. Responding to the situation at the earliest opportunity and promptly establishing interventions gives the student the best opportunity for success. Things to look out for may include any of the following non-exhaustive list:

- Withdrawal from usual activities, interaction
- Lack of engagement or a reduction in engagement
- Poor attendance
- Reduction in quality of work
- Struggling to meet deadlines
- Lack of or a reduction in communication (e.g., ignoring requests to meet)
- Not looking after themselves (unkempt appearance, poor personal hygiene)
- Mood swings or a change in mood / behaviour
- Self-harm
- Expressing thoughts of suicide
- Change in eating habits – weight gain / weight loss
- Destructive or reckless behaviour
- Excessive alcohol consumption
- Drugs misuse (including prescribed)
- Avoidance
- Saying "I'm fine" and brushing things off (but appearing to be otherwise)
- Catastrophising (viewing or presenting a situation as considerably worse than it is)

Categories of Common Mental Health Difficulties

This section is for information only and should only be used as a guideline. It is NOT designed to be used for diagnosing mental illness. Listed below are some of the more common mental health illnesses and a brief outline of symptoms.

Anxiety: A state of anxiety that can be persistent and out of control for the individual, which can be very distressing with intense physical symptoms. These can be: agitation, disturbed sleep patterns, a significant change in appetite, digestive difficulties, headaches, shaking, sweating and palpitations or panic attacks.

Depression: Signified by a persistent low mood, lack of motivation, low self-esteem, withdrawing away from other people. Symptoms can be: negative thoughts, sleep disturbance, problems with concentrating and remembering things. Weight loss or increase in weight due to comfort eating.

Bipolar Affective Disorder (or Manic Depression): Symptoms can be: persistent changes of mood that may be extreme in nature with problems in controlling the levels of mood. A distorted perception of self, leading to mood swings and behaving excessively (ranging from being loud and disruptive to being isolated and withdrawn from others).

Psychosis: Acute psychosis can be caused by traumatic events, substance *misuse*, alcohol problems or a more serious illness such as schizophrenia. It can present with the following symptoms: disordered thoughts, hallucinations, hearing voices, paranoia, and delusional thoughts e.g., persecution or his/her thoughts and actions being controlled by others.

Phobias: A phobia is an intense fear, usually of one specific focus, such as fear of being with two or more people (social phobia, being in small spaces with the feeling of being trapped claustrophobia). There are many other phobias that can interfere with the individual's everyday life.

Post-Traumatic Stress Disorder (PTSD): An abnormal and often delayed reaction to events such as an assault, a period of intense stress, or an accident. Symptoms often include high anxiety, sleep disturbance, nightmares, loss of confidence and distress.

Obsessive Compulsive Disorder: Repetition of behaviour patterns or repetitive thoughts, such as the need to check something many times before leaving a room. For example, checking the door is locked many times before going to bed, or having to do a task in a particular order before you feel satisfied.

Eating Disorders

- Anorexia Nervosa: Distorted self-image, low self-esteem, and excessive exercise with weight loss
- Bulimia: Binge eating

Addiction / Substance Misuse: Habitual substance misuse changes normal desires and priorities. It changes normal behaviours and interferes with the ability to work, go to college, and to have good relationships with friends and family.

Helping Students in Crisis

If there is an immediate concern for the safety or wellbeing of any student, this should be reported to a member of the Student Services team immediately (contact details are listed in Page), or if there is imminent risk of harm to self or others, the emergency services (999). If the student is under 18 or a vulnerable adult aged 18-25, a Safeguarding Officer should be informed.

A student in crisis may be referred by the Student Welfare Team to appropriate support agencies (for example, emergency services / the GP / out of hours GP / 111 service) which may, depending on the circumstances, refer them to the Crisis Team if it is felt that the student requires immediate specialist help from local mental health services.

The Crisis Team will normally make contact with an individual who it considers most appropriate in the circumstances within 4 hours to make an assessment of the student's mental health and personal safety/wellbeing.

In addition to the steps outlined above, a student presenting a serious immediate threat to themselves or others due to their mental health difficulties should be directed to a designated place of safety which could be a hospital or other area deemed as appropriate. The student will be encouraged to voluntarily accept help, although in exceptional circumstances they may be sectioned under the Mental Health Act for their own safety and that of others.

Students presenting less severe or non-immediate concerns may be referred by the GP, or the Crisis Team, to the Community Mental Health Team (CMHT). The CMHT will assess the student and arrange appropriate further support e.g. psychotherapy, Cognitive Behavioural Therapy etc. Any student who has been hospitalised by the Crisis Team will be offered follow up support from either the local or student's home mental health services, following discharge from hospital.

Associated Policies and Procedures

Procedures and documents associated with this policy are:

- Safeguarding Policy
- Health and Safety Policies and Procedures

Policy Validity

This policy is valid for the academic year 2021 - 2023 and is due for review July 2023.

Policy Owner and Writer

The Senior Manager responsible for this policy is the Executive Director for, Curriculum & Quality

The current writer responsible for this policy is the Director of Student Support and Safeguarding

Policy Monitoring, Review and Evaluation

A review of this policy will be undertaken by the policy writer and will be approved by the Person responsible.

Equality Impact Assessment

This Policy has been Equality Impact Assessed and generates no concerns about differential impact. The Equality Impact Assessment is filed on the Quality SharePoint site.

APPENDIX A

Letter Template

Address

Date

Dear

Health, Wellbeing and Fitness to Study meeting stage 1/2/3

The College is committed to supporting student wellbeing and recognises that a positive approach to the management of physical and mental health and behavioural issues is critical to student learning and academic achievement.

We would like to invite you to a Health, Wellbeing & Fitness to Study meeting when we will discuss our concerns regarding your well-being at College.

The meeting will be with

If you are unable to attend would you please let(staff member) know as soon as possible. The meeting may still go ahead in your absence.

You are welcome to bring a friend or family member to attend with you.

The meeting is scheduled:

Date:

Time:

Place:

Please come toand we will meet you there.

If you have any concerns about this matter or are unable to attend then please do not hesitate to contact me on

Yours sincerely,

APPENDIX A

STAGE 1

NAME		ID NUMBER	
DATE		PARENT/GUARDIAN CONTACTED	YES / NO
THOSE PRESENT			
NOTES OF MEETING			
AGREED ACTIONS		STAFF MEMBER RESPONSIBLE	BY WHEN
PROGRESSED TO STAGE TWO			

APPENDIX B

Address

Address

Date

Fitness to Study Stage 1/2

Dear **Name**

This letter outlines the agreed actions following Stage 1/2 of the Fitness to Study Process regarding the issues raised at the meeting held **(date)**

You have agreed to :

Action	Supported by	Review Date

Please be aware continuation of the same or any additional concerns could result in escalation to Stage 2/3

Yours sincerely

From

Job title

Contact information

APPENDIX C

STAGE 2

NAME		ID NUMBER	
DATE		PARENT/GUARDIAN INVITED	YES/NO
THOSE PRESENT			
NOTES OF MEETING			
OUTCOME			
AGREED ACTIONS		STAFF MEMBER RESPONSIBLE	BY WHEN
CONSEQUENCES OF NON COMPLIANCE			

APPENDIX D

STAGE 3 CASE CONFERENCE

NAME		ID NUMBER	
DATE		PARENT/GUARDIAN INVITED INFORMED	YES/NO YES/NO
THOSE PRESENT Convened by HOD Must include Course Tutor PPT SWO (If appropriate) Student (Can be take place in the student's absence)			
NOTES FROM MEETING			
OUTCOME			
EXCLUSION Must be recommended by HOD and agreed by Exec Director (Curriculum & Quality)	YES/NO	DATE DOCUMENTATION COMPLETED	
Referred To			

APPENDIX E

Address

Address

Date

Fitness to Study Stage 3

Dear **Name**

This letter outlines the agreed actions following Stage 3 of the Fitness to Study Process regarding the issues raised at the meeting held **(date)**

Yours sincerely

From

Job title

Contact information

APPENDIX E

Individual Risk Assessment Form

Name:

Student ID:

Date of Birth:

Topic	Health and Safety at College	People at Risk	College staff, other students'
Assessment carried out by	Student Welfare/ALS Department	Date	

HAZARDS (Potential to cause harm consider how a person may be hurt)	EXISTING CONTROLS (How we are trying to minimise the risk)	FURTHER CONTROL MEASURES NECESSARY (How do we mitigate against the risk)	TARGET DATE & BY WHOM	RISK RATING

RATE LIKELIHOOD

Highly likely = H - extremely or highly likely to occur

Likely = L - frequent, often or likely to occur

Unlikely = UN - slight chance of occurring

APPENDIX F

Return to Study Interview

The aim of the assessment is ascertain if the student is fit to return to College and to assess whether sufficient support has been put into place either externally or within the college.

Staff completing the assessment:

There needs to be two members of staff at the meeting, the Head of Department (or their representative) and a representative from the Counselling or Welfare team, whichever is most appropriate.

Name		ID Number	
Date of Birth		Course	
Date of meeting		Those Present	

Reason for Assessment	
Outcome of Assessment	
Action/Support in place to support the student to return to study	

Signed _____

Date _____

APPENDIX G

Suggested Guidance Notes for Completion

The information required to complete an assessment is:-

Have they attended a meeting with their:

GP
Psychiatrist
Community Psychiatric Nurse/ Support Worker
Or other support worker

Date of this meeting? Outcome?

Medication

Have they been prescribed medication?
Is this on a regular basis?
If already on medication does it need to be reviewed?

Support External or in College

What support is in place so the student can return to college?
Does the student need a counselling referral?

Consent Form

The consent form is to be completed i.e. the GPs name an address, signed by the student. This is used if the college need to inform the GP of the incident or seek further ongoing medical support or referral.

Please note **this is to be followed up by the Counselling Service only**

APPENDIX H



Client Consent Form

I hereby give written permission for _____ to
contact the following on my behalf:

General Practitioner:

Parents:

Course Tutor:

PPT:

Signed: _____

Date: _____



