**Characteristics of high-quality wellbeing support for students in their own homes**

The following characteristics have been developed by the wellbeing group but based on the work of the home learning therapy group. They can be used by individual staff to help them assess the quality of the support they are providing and by senior managers in colleges to help set and monitor standards for wellbeing support provision at a whole-organisational level.

The characteristics are presented as a checklist with RAG-rating to help staff and managers use them as a self-assessment tool.

**To be of high quality, wellbeing support offered to students at home should…**

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|  | **Characteristic** |  |  |  |
| 1 | be **specific** to the times we are in rather than just providing general information and activities about recognising and improving mental health and wellbeing |  |  |  |
| 2 | take into account the **welfare** of care givers in the isolation setting |  |  |  |
| 3 | be **consensual** so that the student, family and lead member of staff are in agreement about the support to be provided |  |  |  |
| 4 | be **safe** for the student and those supporting them to engage in, without the physical presence of a member of staff |  |  |  |
| 5 | be **part of a holistic package** of learning and support for the student |  |  |  |
| 6 | be **individualised**, linked to the student’s own targets and goals, which may have been revised as a result of the current situation |  |  |  |
| 7 | be **easy to understand** for those supporting the student at home and, as far as possible, for the students themselves |  |  |  |
| 8 | be **consistent with previous practice** in college as far as possible to provide continuity for the student |  |  |  |
| 9 | be **realistic and achievable**, given the home circumstances (constraints, conflicting demands on families etc) and not overwhelming for either student or family/supporter |  |  |  |
| 10 | **fit into the daily lives** of the student and those supporting them, as easily as possible, e.g. through embedding into daily tasks and routines in the home or being delivered at a time to suit the student/family |  |  |  |
| 11 | remain **consistent with professional standards** and be **evidence-based** |  |  |  |
| 12 | be **consistent with any organisational policies and procedures** for the provision of wellbeing support and therapy, including those relating to safeguarding, confidentiality and any specific to the COVID-19 pandemic |  |  |  |