

# **Thomas Telford School**



## **Student Mental Health and Wellbeing Policy**

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**Approved by: Ian Rawlings**

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### 1. Aims

At Thomas Telford School we are committed to supporting the mental health and wellbeing of students, parents, carers, staff and other stakeholders.

This policy focuses on students' mental health and wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all students across our school
- Provide guidance to staff on their role in supporting students' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which students feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform students and their parents/carers about the support they can expect from our school in respect of students' mental health and wellbeing, and provide them with access to resources

It should be read alongside:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Child protection and safeguarding policy

### 2. Legislation and guidance

This policy was written with regard to:

- [The Equality Act 2010](#)
- [The Data Protection Act 2018](#)

- Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

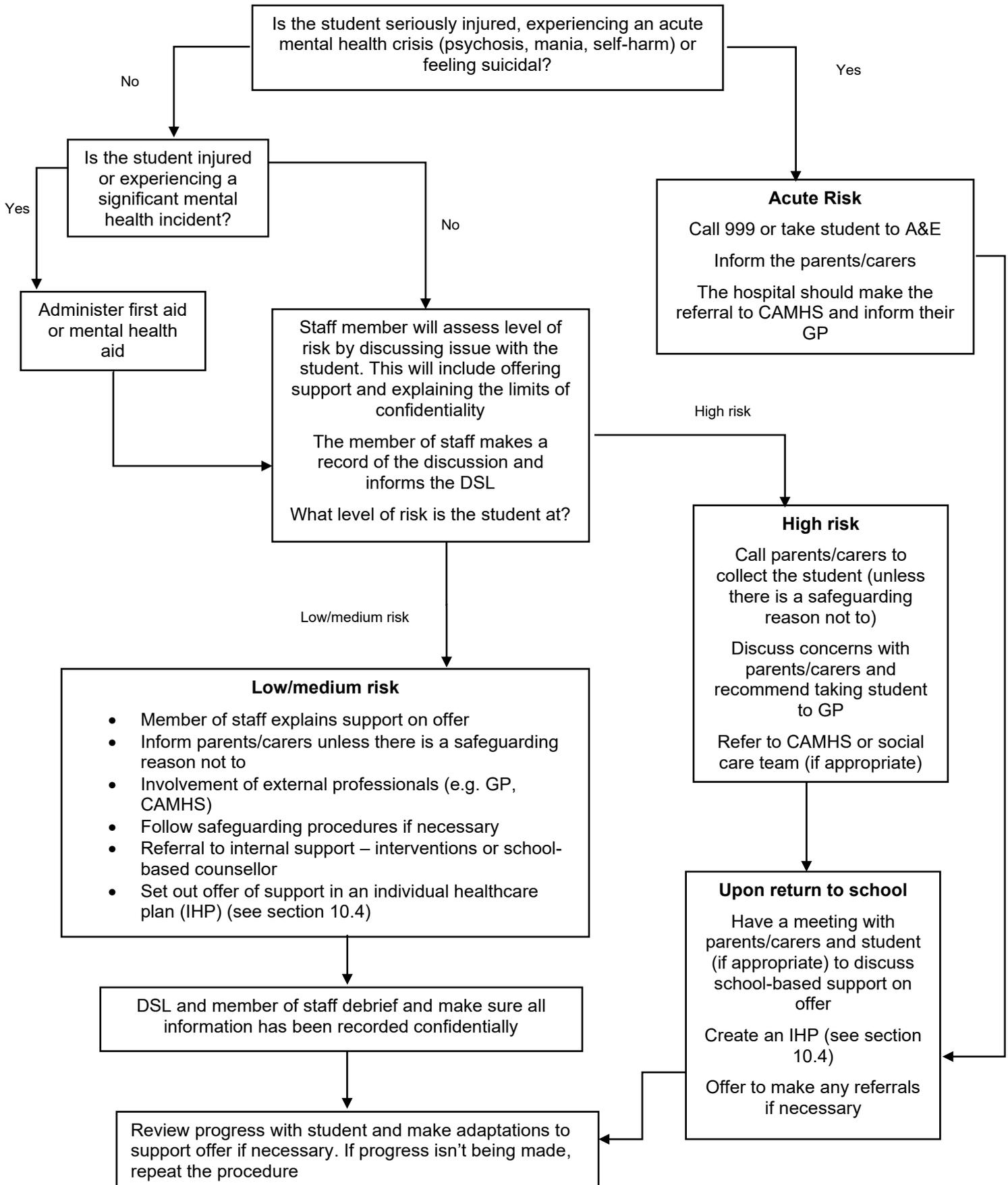
### **3. Roles and responsibilities**

All staff at Thomas Telford School are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a student's mental health or wellbeing, they should inform the Senior Mental Health Lead or a member of the wellbeing team.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Headmaster – Mr I Rawlings
- Designated safeguarding lead (DSL) – Ms C Wright
- Special educational needs co-ordinator (SENCO) – Mrs N Parkinson
- Senior mental health & attendance lead – Mr J Norman
- School counsellor – Alison Hunter

#### 4. Procedure to follow in a case of acute mental health crisis



## 5. Warning signs

All staff at Thomas Telford School will be on the lookout for signs that a student's mental health is deteriorating. Some warning signs include:

- Changes in:
  - Mood or energy level
  - Eating or sleeping patterns
  - Attitude in lessons or academic attainment
  - Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in PE or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

## 6. Managing disclosures

If a student makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the student's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the mental health lead or DSL. All disclosures are recorded and stored in the student's confidential child protection file.

When making a record of a disclosure, staff will include:

The full name of the member of staff who is making the record

The full name of the student(s) involved

The date, time and location of the disclosure

The context in which the disclosure was made

Any questions asked or support offered by the member of staff

## 7. Confidentiality

Staff will not promise a student that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

Being the sole person responsible for a student's mental health could have a negative impact on the member of staff's own mental health and wellbeing

The support put in place for the student will be dependent on the member of staff being at school

Other staff members can share ideas on how to best support the student in question

Staff should always share disclosures with at least one appropriate colleague. This will usually be the mental health lead. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a student with a third party, the member of staff will discuss it with the student and explain:

Who they will share the information with

What information they will share

Why they need to share that information

Staff will attempt to receive consent from the student to share their information, but the safety of the student comes first.

Parents/carers will be informed unless there is a child protection concern. In this case the Child Protection and Safeguarding Policy will be followed.

## **7.1 Process for managing confidentiality around disclosures**

1. Student makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with mental health lead or DSL
4. Member of staff will attempt to get the student's consent to share – if no consent is given, explain to the student who the information will be shared with and why
5. Member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The mental health lead or DSL will inform the parent/carer (if appropriate)
7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

## **8. Supporting Students**

### **8.1 Baseline support for all Students**

As part of our school's commitment to promoting positive mental health and wellbeing for all students, our school offers support to all students by:

Raising awareness of mental health during assemblies, Personal Tutor time, PSHE and mental health awareness week

Signposting all students to sources of online support on our school website

Having open discussions about mental health during lessons

Providing students with avenues to provide feedback on any elements of our school that is negatively impacting their mental health

Monitoring all students' mental health through assessment tools from nationally recognised programmes such as Anna Freud

Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing

Offering pastoral support, e.g. through heads of year

Making the school environment a safe space to discuss mental health and wellbeing through interventions such as:

- Student Wellbeing Ambassadors
- Nurture room activities and provision

## **8.2 Assessing what further support is needed**

If a student is identified as having a mental health need, the senior mental health lead will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.

Our school will offer support in cycles of:

- Assessing what the student's mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

## **8.3 Internal mental health interventions**

Where appropriate, a student will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- Nurture group experience
- Nurture room access
- Reduced timetable
- Wellbeing ambassador group activities and 1 to 1 support
- Time-out pass
- Counselling

## **8.4 Individual Healthcare Plans (IHPs)**

A student will be offered an individual healthcare plan (IHP) if it is agreed by pastoral staff, SENCO, students and parents that a plan of support on offer would benefit the student. All parties must agree that the current universal provision is not meeting the requirements of the students and adaptations and avenues of support need to be formalised in order for progress to be made.

IHPs are written in collaboration with the student (if appropriate), their parent/carer, and any other relevant professionals.

The student's IHP will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The student's needs resulting from the condition
- Specific support for the student's educational, social and emotional needs
- The level of support needed

- Who will provide the support
- Who in our school needs to be aware of the child's condition
- What to do in an emergency

### **8.5 Making external referrals**

If a student's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A student could be referred to:

- Their GP or a paediatrician
- CAMHS
- Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))
- Local counselling services

## **9. Supporting and collaborating with parents/carers**

At Thomas Telford School we will work with parents/carers to support students' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the student's confidential record.

If appropriate IHP will be created in collaboration with parents/carers (see section 10.4).

## 10. Supporting peers

Watching a friend experience poor mental health can be very challenging for students. Students may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all students impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Support through the Wellbeing Ambassador programme
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

## 11. Signposting

Sources of support are displayed around our school and linked to on our school website, so students and parents/carers are aware of how they can get help.

The senior mental health lead will be available to provide further information to students and parents/carers if they want to learn more about what support is available.

At Thomas Telford School we use our broadcast, electronic noticeboards and Personal Tutor messages to share information on support on offer to students.

## 12. Whole school approach to promoting mental health awareness

### 12.1 Mental health is taught in PSHE

At Thomas Telford School we follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Students are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our [PSHE curriculum](#).

### 12.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with students in order to break down stigma
- Encouraging students to disclose when their mental health is deteriorating

## 13. Training

All staff will be offered training so they:

- Have a good understanding of what students' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a student in need of help

Some staff at Thomas Telford School will be offered specific relevant training, for example, the Mental Health First Aid course to support the staff and students in the school.

#### **14. Support for staff**

At Thomas Telford School we recognise that supporting a student experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Outline the support offered to staff, e.g.
- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer an employee assistance programme using YuLife

#### **15. Monitoring arrangements**

This policy will be reviewed by Jamie Norman, Senior Mental Health Lead on an annual basis. At every review, the policy will be approved by the Headmaster.

# Appendix 1



## Thomas Telford School

CONFIDENTIAL

### School Counsellor Referral Form

Name:

Tutor Group/Year group:

Date:

**Part A: Initial reason for referral** (to be completed by member of staff/parent) please describe as fully as possible the reasons for referring to the school counselling system.

Signed:

Name:

**Part B: Head of Year comments** (Including any previous support put in place and an overview of the students need.)

Signed:

Name:

Parents informed and consent given to proceed with referral. Please attach confirmation or summary of comments below:

YES / NO

Personal Tutor informed  
Include any comments below:

YES / NO

**Designated Safeguarding Lead Comments:**

**Approval to proceed to waiting list:** YES / NO

**Priority Case:** YES / NO

**Date Referred :**