



LEICESTER THERAPEUTIC SCHOOL

BUILDING FOUNDATIONS THROUGH NURTURE AND MINDSET

Mental Health & Wellbeing Policy

Policy Owner	Leicester Therapeutic School
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Linked Policies	<ul style="list-style-type: none"> Safeguarding and Child Protection Policy Child on Child Abuse Safe Lone Working Positive Behaviour SEND Information Report Attendance Curriculum Personal Development Staff Code of Conduct Safer Recruitment Online Safety Acceptable use of ICT
ISS Regulatory Requirements	<ul style="list-style-type: none"> Part 2. Spiritual, moral, social, and cultural development of pupils - 5(c) - 5(d)(iii) Part 3. Welfare, health, and safety of pupils - 7(a), 7(b), 15, 16(a), 16(b) Part 4. Suitability of staff, supply staff, and proprietors Part 6. Provision of information Part 8. Quality of leadership in and management of schools

Safeguarding at Leicester Therapeutic School

At Leicester Therapeutic School, we are committed to providing an environment in which pupils feel safe and secure to access their education. All stakeholders are responsible for ensuring the safety and well-being of children. Safeguarding is everyone's responsibility, and all staff are encouraged to maintain an "it could happen here" attitude. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual, and emotional abuse, neglect, and bullying. Leicester Therapeutic School is dedicated to creating a strong safeguarding culture, and that the safety and well-being of children is the central thread that embeds itself through all aspects of the school. If a person is concerned about anything they read, witness, or hear with regards to the school, they should contact the school's designated safeguarding lead immediately or Headteacher. Safeguarding, and the safety and well-being of all pupils at Leicester Therapeutic School is carefully considered and a central theme through all school policies.

Special Educational Needs & Disabilities (SEND) at Leicester Therapeutic School

At Leicester Therapeutic School, we are passionate about providing an inclusive education to children with special educational needs. We recognise and celebrate the individuality of our pupils and use personalised approaches, allowing pupils with SEND to feel supported during the school day. We strive to provide pupils with the same opportunities and experiences that pupils would have received at a mainstream school, believing passionately that in the right environment, with the right support, pupils will flourish in education. We do this by focusing on providing a SEND friendly environment, an adapted curriculum, and a strong focus on developing pupils' personal, social, and emotional development. The special educational needs and disabilities of all pupils at Leicester Therapeutic School is carefully considered and a central theme in through all school policies. For more information, please read the school's SEND Information Report.

1. Policy Statement

Leicester Therapeutic School is committed to eliminating the prejudice and stigma associated with mental health needs by establishing a whole school approach to emotional health and mental wellbeing where mental health is promoted in a positive way rather than seen as a stigma.

Leicester Therapeutic School Mental Health and Wellbeing framework is based around four key elements:

- **Prevention:** creating a safe and happy environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. Teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and ethos.
- **Identification:** recognising emerging issues as early and accurately as possible.
- **Early support:** helping pupils/staff to access evidence based early support and interventions.
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Scope

This policy is a guide for all staff – including non-teaching and governors – outlining Leicester Therapeutic School’s approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant school policies listed above.

2. Policy Aims

Leicester Therapeutic School will

- Promote positive mental health and emotional wellbeing in all staff and pupils.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in pupils.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to pupils with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst pupils and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from the senior leadership team that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs

3. Key Adults

Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of pupils; however key members of staff have specific roles to play:

- Mental Health Lead- Helen Dixon
- Designated Safeguarding Lead – Gurjinder Sahota
- Deputy Designated Safeguarding Lead – Helen Dixon
- PSHE Lead- TBC
- Emotional Literacy Support Assistant (ELSA)- TBC
- Support for looked after children (LAC) – Helen Dixon

If a member of staff is concerned about the mental health or wellbeing of a pupil, in the first instance they should speak to the class teacher.

If there is a concern that the pupil is high risk or in danger of immediate harm, Leicester Therapeutic school's Safeguarding and Child Protection procedures should be followed.

If the child presents with a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

4. Individual Mental Health Care Plans

Individual Mental Health Care Plans

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support either through Leicester City or Leicestershire CAMHS or another organisation, it is recommended that an Individual Mental Health Care Plan should be drawn up. The development of the plan should involve the pupil, parents, School and relevant professionals.

Suggested elements of this plan include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- Medication and any side effects
- Who to contact in an emergency
- The role the school and specific staff

5. Teaching - Mental Health

Teaching about mental health

The skills, knowledge and understanding our pupils need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE, mindfulness and social safety curriculum.

We will follow the guidance issued by the JIGSAW to prepare us to teach about mental health and emotional health safely and sensitively.

Incorporating this guidance into our curriculum will promote pupils' positive wellbeing through the development of healthy coping strategies and an understanding of their own emotions, as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe, as well as raising awareness, supporting pupils to recognise concerns and support any of their friends who are facing challenges or speak to trusted adults.

6. Signposting

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school and through our communication channels (updates, emails, websites), we will share and display relevant information about local and national support services and events.

7. Support at Leicester Therapeutic School

School Based Support

Emotional Literacy Support Assistant (ELSA)

- Pupils experiencing social and/or emotional difficulties are referred for ELSA support within schools. The referrer (often the teacher) identifies an area in which the pupil needs emotional literacy support and, with the ELSA, sets a SMART target around the skill(s) the pupil will be supported to develop.
- Sessions are planned by the ELSA to teach the pupil new skills to meet targets related to their emotional wellbeing.
- Targets and outcomes are reviewed regularly, and progress monitored.
- ELSAs work with children weekly for around 30-45minutes, on an individual and group basis in a separate, private space.
- In these sessions the adult leads the session

8. Local Support

- Children's and Adolescent Mental Health Services (CAMHS) - [Website](#)
- Children and Young People's Mental Health Services (CYPMHS) - [Website](#)
- NSPCC - [Website](#)
- Young minds helpline parent helpline - [Website](#)
- Carers - [Website](#)
- Barnardo's – Believe in Children -[Website](#)
- Young Minds - [Website](#)

9. Warning Signs

Staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert Mental Health Lead or DSL's.

Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

10. Targeted Support

We recognise some children, and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We work closely with school nurses and their teams in supporting the emotional and mental health needs of school-aged children and are equipped to work at community, family and individual levels. Their skills cover identifying issues early, determining potential risks and providing early intervention to prevent issues escalating.

We ensure timely and effective identification of pupils who would benefit from targeted support and ensure appropriate referral to support services by:

- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems.
- Working closely with CAMHS and other agencies services to follow various protocols including assessment and referral.
- Identifying and assessing in line with the Early Help, children who are showing early signs of anxiety, emotional distress, or behavioural problems.
- Discussing options for tackling these problems with the child and their parents/carers. Agree an Individual Care Plan as the first stage of a 'stepped care' approach.
- Providing a range of interventions that have been proven to be effective according to the child's needs.
- Ensure young people have access to pastoral care and support, as well as specialist services, including CAMHS, so that emotional, social and behavioural problems can be dealt with as soon as they occur.
- Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality.
- Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and
- The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

11. Managing Disclosures

If a pupil chooses to disclose concerns about themselves to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially using CPOMS, including:

- Date
- Name of member of staff to whom the disclosure was made
- Nature of the disclosure & main points from the conversation
- Agreed next steps

This information will be shared with the DSL, Mental Health Lead, SENCO and Headteacher.

12. Confidentiality

If a member of staff feels it is necessary to pass on concerns about a pupil to either someone within or outside of the school, then this will be first discussed with the pupil. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

It is important to also safeguard staff's emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must be informed.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

13. Whole School Approach

Working with parents/carers

If it is deemed appropriate to inform parents, there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place – some parents are uncomfortable in school premises so consider a neutral venue if appropriate.
- Who should be present – pupils, staff, parents etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent, hearing about their child's issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and come to terms with the situation.

Signposting parents to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parents have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agree are added to the pupil's record and an Individual Mental Health Care Plan created if appropriate.

Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems.
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.).

- Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.

14. Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training to enable them to keep pupils safe. A nominated member of staff will receive professional Mental Health First Aid training or equivalent.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year.

15. Legislation and Statutory Requirements and Guidance

Legislation and statutory requirements Leicester Therapeutic School acknowledges its legal duties under the Equality Act 2010, and in terms of safeguarding and supporting students with special educational needs. This policy is based on advice from the Department for Education (DfE) on:

- [Behaviour in schools: advice for Headteachers and school staff 2024](#)
- [The Equality Act 2010](#)
- [Keeping Children Safe in Education](#)
- [Exclusion from maintained schools, academies, and student referral units in England 2017](#)
- [Use of reasonable force in schools](#)
- [Supporting students with medical conditions at school](#)
- [Special Educational Needs and Disability \(SEND\) Code of Practice.](#)
- [Searching, screening and confiscation: advice for schools 2022](#)

In addition, this policy is based on:

- Section 175 of the [Education Act 2002](#), which outlines a school's duty to safeguard and promote the welfare of its young people
- Sections 88-94 of the [Education and Inspections Act 2006](#), which require schools to regulate young people's behaviour and publish a behaviour policy and written statement of behaviour principles, and give schools the authority to confiscate young people's property.
- The [Education \(Independent School Standards\) Regulations 2014](#); paragraph 7 outlines a school's duty to safeguard and promote the welfare of children, paragraph 9 requires the school to have a written behaviour policy and paragraph 10 requires the school to have an anti-bullying strategy.

16. Monitoring Arrangements

This policy will be reviewed every two years as a minimum. The next review date – September 2027

In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of the Mental Health Lead.

Any personnel changes will be implemented immediately.