

Pupil Wellbeing & Mental Health Policy

1. Introduction

Turning Point Leeds (TPL) is committed to promoting and supporting the wellbeing and mental health of all pupils. We recognise that positive mental health is essential for pupils to thrive, learn, and achieve their full potential. Many of our pupils have experienced social, emotional, or mental health (SEMH) challenges, and our approach prioritises support, early intervention, and joined-up working with host schools and families.

2. Purpose

The purpose of this policy is to:

- Ensure a whole-school approach to supporting pupil wellbeing and mental health.
- Provide staff with clear guidance on recognising and responding to mental health concerns.
- Promote resilience, confidence, and independence in pupils.
- Ensure pupils' voices are heard and respected.
- Maintain strong partnerships with host schools, parents/carers, and external agencies.

3. Principles

- **Safeguarding First:** Where mental health concerns overlap with safeguarding risks, the TPL DSL will always inform the host school DSL.
- **Early Identification:** Staff are trained to notice signs of emerging difficulties and respond quickly.
- **Collaboration:** We work with host schools, families, health professionals, and support services to provide joined-up care.
- **Non-Stigmatising:** Mental health is treated with the same importance as physical health, without stigma.
- **Pupil Voice:** Pupils are encouraged to share concerns, and their input shapes support strategies.

- **Strengths-Based:** Interventions focus on building resilience and recognising pupil strengths.

4. Promoting Positive Wellbeing

TPL fosters wellbeing through:

- A nurturing environment with positive relationships between staff and pupils.
- Restorative practice to resolve conflict and build trust.
- Physical activity, creative outlets, and outdoor learning opportunities.
- Dedicated wellbeing sessions, mentoring, and personal development programmes.
- Encouraging healthy routines, including good sleep, nutrition, and exercise.

5. Identifying Concerns

Staff are alert to signs of poor mental health, including:

- Withdrawal or low mood.
- Sudden changes in behaviour or academic performance.
- Persistent absence or reluctance to attend.
- Risk-taking behaviour or signs of self-harm.
- Disclosures from the pupil or their peers.

Concerns are recorded promptly and reported to the DSL. The host school DSL will always be informed.

6. Responding to Concerns

- Pupils are listened to in a calm, non-judgemental way.
- Staff reassure pupils that they are not alone and support is available.
- The TPL DSL consults with the host school DSL to agree on next steps.

- Support may include in-house mentoring, counselling referrals, CAMHS involvement, or adjustments to provision.
- Parents/carers are engaged in discussions unless doing so places the pupil at risk.

7. Crisis Situations

If a pupil is at immediate risk of harm to themselves or others:

- Emergency services are contacted if necessary.
- The DSL and host school DSL are informed immediately.
- Parents/carers are notified unless this compromises safeguarding.
- A safety plan is created and reviewed regularly.

8. Training and Development

- All staff receive training in mental health awareness and trauma-informed practice.
- DSL and Directors receive enhanced training on mental health safeguarding.
- Staff are supported in managing their own wellbeing.

9. Monitoring and Review

- Directors monitor wellbeing provision and pupil support outcomes termly.
- Feedback from pupils, staff, host schools, and parents informs improvements.
- This policy is reviewed annually, or sooner if guidance changes.

10. Linked Policies

- Safeguarding & Child Protection Policy
- SEND Policy

- Restorative Discipline Policy
- Equality, Diversity & Inclusion Policy
- Behaviour & Anti-Bullying Policy

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Next Review August 2026