

Mental Health and Wellbeing Policy

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Issue Date	18 December 2025	Review Date	18 December 2028

Document Control

Owner	Nikki Southgate
Audience	All Moulton College Stakeholders
Confidentiality	Not applicable

Version Control

Version	Description/Changes	By	Date
1.0	New Policy	NS	March 2024

Approval

Approved By	Meeting Date	Next Review
Senior Leadership Team	13 February 2024	13 February 2026
Exec Leadership Team	06 March 2024	13 February 2026
Exec Leadership Team	18 December 2025	18 December 2028

Related Policies

Ref.	Policy
EDI-01	Equality and Diversity Policy
HS-01	Health and Safety Policy
	Risk Assessment Procedure
FM-04	Security Policy
DP-01	Data Protection Policy
HR-01	Staff Recruitment Policy
SS-01	Admissions Policy
TLA-01	Teaching, Learning and Assessment Policy
QD-06	Complaints, Compliments and Suggestions Policy
HR-03	Whistleblowing Policy
HR-24	Staff Code of Conduct
SS-02	Visitor Policy
SS-03	Learner Behaviour, Support and Disciplinary Policy
SGP-04	Child on Child Abuse Policy
SGP-02	Prevent Policy
IS-02	Firewall Policy
SLT-04	Dynamic Lockdown Policy
SST-06	Support for Continuous Studies Policy
SST-07	Residential Accommodation Allocation Policy
TLA-05	Remote Learning Policy

Mental Health and Wellbeing Policy

Policy Statement

Mental health and wellbeing are an important part of the pastoral care of our whole community – this includes both the young people in our care as well as our own staff.

This policy sets out our approach to mental health and wellbeing for all parties. Those experiencing mental health difficulties should not face discrimination and we are committed to helping to identify these difficulties and supporting people to overcome them.

Introduction

1. We recognise that everyone will experience mental health difficulties at some point in their lives and have an ethos which encourages support and respect for both staff and students. At our college we have an inclusive ethos, which encourages support and respect for both staff and students.
2. We aim to recognise those in need and will endeavor to support them as best we can, possibly signposting them to others who can help. We do not judge or blame, we act to provide a support network for those experiencing difficulties.
3. At the same time, we also recognise the importance of taking care of our own mental wellbeing, taking actions, and encouraging others to include positive mental activities as part of a healthy lifestyle. Whether this is providing opportunities to talk to others or take part in activities promoting mental health.

Policy

Role of the Senior Mental Health Lead

We have a designated Lead for Mental Health, Executive Director Student Support and Wellbeing. They act as champions for mental health and wellbeing, reporting to the Leadership Team.

Their role is not to necessarily provide interventions, but to have a whole college overview and to coordinate the college's approach to positive mental health and wellbeing.

As endorsed by the Department for Education, they will:

- Oversee the whole college approach to mental health and wellbeing, including how it is reflected in the design of behaviour policies, curriculum,

and pastoral support, how staff are supported with their own mental wellbeing and how students are engaged.

- Support the identification of at-risk students and students exhibiting signs of mental ill health.
- Have knowledge of the local mental health services and work with clear links into young people's mental health services to refer young people into NHS services where it is appropriate to do so.
- Coordinate the mental health needs of young people within the college and oversee the delivery of interventions where these are being delivered in the educational setting.
- Support staff in contact with students with mental health needs to help raise awareness and give all staff the confidence to work with young people.
- Oversee and monitor the outcomes of interventions on young people's education and wellbeing.

Leadership

The Mental Health Lead reports directly to the Vice Principal and meets regularly with them to discuss the provision for staff and student mental health and wellbeing. The agenda for these meetings may consist of:

- Staff wellbeing provision and activities
- Student wellbeing provision and activities
- Parental engagement provision and activities
- Monitoring of identification and outcomes of student interventions
- Monitoring individual support needs (not minuted)
- Policy review (if required)
- Review of Mental Health and Wellbeing Action Plan (if not covered in the points above)

General issues and provision discussions are minuted to provide a formal record; however, notes on discussions related to the support of individuals are kept confidential and are not attached to the minutes.

The Mental Health Lead presents a written report for the Governing Body on Mental Health and Wellbeing across the College.

They may also be involved in meetings to support staff or students with mental health needs. The Mental Health Lead may also need to review provision because of individual mental health needs, even if they are not directly involved in organising the support.

Staff

Supervision

All roles are risk-assessed to determine the level of supervision required. Staff who require supervision or feel they need it due to their current workload or situation, are allocated a supervisor, who is separate from their line management chain, to support the emotional impact of their work.

The frequency and duration of supervision is adjusted according to the complexity and caseload of the staff, in addition to other factors which could affect their mental health.

Supervision sessions are confidential and whilst the supervisor may keep notes to aid their work, these are not reported to line management, unless there is a statutory or safeguarding requirement to do so.

Staff, who are not allocated supervision, but who feel they would benefit from the support, should approach their line manager in the first instance, or contact the Senior Mental Health Lead.

Support

As employees, staff who feel they need support can access the following services:

- The Education Support Partnership – a free service for all those working in education in the UK, 08000 562 561, <https://www.educationsupportpartnership.org.uk/>
- Papyrus – Debrief service [Debrief service | Papyrus UK | Suicide Prevention Charity \(papyrus-uk.org\)](#)
- Westfield EAP Scheme
- Samaritans Tel 116123 (available 24/7)

Monitoring Arrangements

In addition to regular meetings between the Senior Mental Health Lead, Vice Principal and Safeguarding Governor, staff wellbeing is monitored through an annual anonymous staff survey.

Students

Identification

Students with mental health needs are often identified by those closest to them: their parents or the classroom staff. These concerns are discussed with either the Safeguarding and Wellbeing team or the Senior Mental Health Lead, depending on their nature.

Staff all receive training to help them recognise the symptoms that mental health difficulty is affecting their daily lives.

Support

We tailor our support for our students according to their needs. As a College, we have access to the following services, provided by ourselves or externally:

- Wellbeing Hub is open daily. This provides a safe place to come when students are feeling vulnerable. There are Wellbeing staff on duty that are trained in both pastoral support and safeguarding. Students may wish to have a private talk with staff or to sit and relax until they feel able to return to lessons. Staff may signpost/refer students to other relevant support, both at college and externally.
- There are self-help leaflets and booklets available covering a wide range of Mental Health related topics.

During the day, Success Coaches are available in every faculty to allow students to access support if required.

- All our students have access to the Student Assistant Programme which is provided by an external Stakeholder. There is a free 24-hour phone number that students can access 24/7 and request to speak with a Counsellor. Students can be referred for a series of online Counselling sessions. In addition to this, there is a Wellbeing App that students can access, which provides a wide range of Wellbeing information and advice.
- We have a small number of therapy dogs at the College. These dogs may go into class to support students who are struggling with their mental health. This is by arrangement only through tutors and the Animal Welfare Team.
- We also have a Support for Continuous Study Programme where students who are struggling with studies due to mental health concerns are identified and structured interventions are agreed and can be implemented accordingly.

We provide the following well-being activities for our students:

- Subsidised gym membership
- Gym initiative scheme
- Art-related activities in the Wellbeing Hub
- Activities during Personal Development lessons
- Activities around nationally recognised Calendar days, for example, Mental Health Day -Cake and Chat
- Use of the Library

Monitoring Arrangements

The Senior Mental Health Lead, Vice Principal and Safeguarding Manager meet regularly to monitor the provision of mental health and wellbeing for students.

Raising Concerns

If a staff member has concerns about the mental health of a colleague, they should try and speak to them. If they remain concerned, they can talk in confidence to either the Mental Health Lead or their manager.

If someone has a concern about the mental health of a student, they should initially speak to their course manager, the Safeguarding Manager, or the Senior Mental Health Lead (or one of the Mental Health trained First Aiders).

Quality of Resources

Whilst each resource is slightly different, we assess the usefulness and quality of tools, support groups, wellbeing provision and other resources using a scoring approach using the Mental Health Resource Quality Assessment:

- What is the resource?
- What is its purpose?
- What do you want to use it for?
- How many people will it be accessible to?
- Is there evidence it will work for that purpose?
- What is the benefit for the people utilising the resource?
- What are the limitations of utilising the resource?
- What is its cost-effectiveness?

Training

As part of the Mental Health and Wellbeing Action Plan, the Senior Leadership Team assess and reviews the training needs of teaching and non-teaching staff, Governors, Senior Leaders, volunteers, and others who may be working in our college.

During the induction process, those who have not received the mandatory mental health training identified appropriate to their role, will be offered the training at the first available opportunity.

Links to Other Services

As an organisation, we work with several of the local and national services. Further details of support can be provided by the college Safeguarding and Wellbeing Team.

Data protection and Confidentiality

The College acknowledges that because of implementing this policy it will receive personal data of a confidential and sensitive nature and shall ensure that all such data is handled, processed, and stored in accordance with the Data Protection Act 2018. Sensitive personal data and confidential information will only be disclosed to third parties with the express, informed consent of the student. However, there may be occasions where the College is obliged to disclose and/or request information, notwithstanding that the student has refused consent, these include:

- Where the student's behaviour threatens their safety or the safety of others
- Where a member of staff of the College would be liable to civil or criminal penalty for failure to disclose
- Where a member of staff perceives that someone else is at risk of harm.

Promotion and awareness

We will seek to promote mental wellbeing and mental health awareness through a range of activities, which may include:

- The availability of self-help guides on a variety of mental health issues available to all students and staff
- The promotion of wellbeing issues such as healthy eating, exercise, and lifestyle.
- Using a wide range of media to publicise information about mental health, external services, student regulations, websites, and targeted campaigns.
- Displays and information on mental health awareness and services that are available throughout the College and on internationally recognised mental health days such as Mental Health Awareness week and World Mental Health Day.
- Developing awareness of mental health support services at the College to external agencies such as GPs, Mental Health Teams, and Social Services.

Feedback

All feedback relating to this Policy or the implementation of it can be addressed in confidence to Nikki Southgate, Executive Director of Student Support and Wellbeing.

People reporting concerns about the implementation of this policy may also wish to refer to the Whistleblowing Policy if appropriate.

Review

This policy will be reviewed annually by the Executive Director of Student Support and Well-being

Equality Impact Assessment (EIA)

Please complete both sides of this Equality Impact Assessment and ensure that the latest copy of this is recorded as part of the appendices of the specific policy. [OBJ]

Policy Reference and Name	SGP-05
Assessment date	
Completed by	Executive Director of Student Support and Wellbeing
What are the aims of the policy?	This policy aims to inform staff, parents/carers, volunteers, and governors about the college's responsibilities for supporting both students and staff experiencing mental health difficulties. It aims to enable everyone to have a clear understanding of how these responsibilities should be carried out and that appropriate action is taken in a timely manner to support and promote everyone's mental health.
Who does the policy affect?	Governors, ELT(Executive Leadership Team), All Staff, Students, visitors, prospective students, and volunteers
Who is involved in implementing the policy?	Senior Mental Health Lead, Safeguarding and Wellbeing Team
What information is currently available about the impact of this policy and its associated procedures?	In responding to and managing situations around mental health, the college remains mindful of its duty of care and of its obligations and will work within the guidance of The Mental Health Act (2007); The Equality Act (2010); The Data Protection Act (2018); The Mental Capacity Act (2005)
Do you need more information to help you make an assessment about the impact of this policy and its associated procedures?	No
Do you have any examples that show how this policy will have a positive impact on any of the equality characteristics listed in the table below?	
Which other policies does this policy link with?	
What consultation has taken place in the development of this policy?	

Use the table below to assess the impact of this policy on each of the listed characteristics. Your decision must be evidence based. Sources of evidence might include success rates, achievement gaps, application and enrolment data, student voice, consultation outcomes, recruitment and employment data, customer feedback or complaints, meeting minutes.

Characteristic (These characteristics are protected under the Equality Act 2010)	Negative impact? Y / N	Evidence to support your impact assessment decision	Requires further action? Y/N
Age	N		
Disability	N		
Race	N		
Gender, inc. re-assignment	N		
Sexual orientation	N		
Religion / belief	N		
Pregnancy / maternity	N		
Marriage / civil partnership	N		
Socio-economic	N		

Overall EIA judgement

Select	
✓	No change required The assessment is that the policy is/will be robust. There is no evidence of potentially unlawful discrimination and all reasonable opportunities to advance equality and foster good relations have been taken, subject to continuing monitoring and review
	Adjust the policy or practice This involves taking steps to remove any barriers, to better advance equality and/or to foster good relations. This may involve removing or changing the aspect of the policy that creates any negative or unwanted impact. It may also involve introducing additional measures to reduce or mitigate any potential negative impact
	Continue the policy This means adopting/continuing with the policy despite the potential for adverse impact. Set out the rationale for this decision, including how the decision is compatible with our legal obligation. Where there is discrimination, but it is considered not to be unlawful – the objective justification must be recorded
	Stop the policy If there would otherwise be unlawful discrimination or adverse effects that are not justified and cannot be prevented/mitigated