London Design & Engineering UTC

Learner Well-Being Policy

Prepared by	Gloria Gold, Deputy Headteacher - Pastoral
Acknowledgements	
Date Last Approved	19 October 2026
Policy Approved by	Personal Development & Community Committee
Version	4.0
Next Policy Review Date	October 2027

Version Control Table

Version	Date	Amended by	Rationale
0.1	18/08/2021	Gloria Gold	First draft of the new policy, which replaces the previous well-being policy
1.0	23/09/2021		Version approved by the Board of Directors
1.1	08/11/2023	Gloria Gold	Policy completely rewritten to focus solely on learner well-being. The previous policy covered both learner and staff well-being. There is a separate policy for staff well-being.
2.0	16/11/2023		Version approved by the Committee
2.1	28/10/2025	Gloria Gold	Changes were made to the scope section to include mental health. Also, role titles have been amended.
3.0	06/11/2025		Version approved by the Committee
3.1	08/10/2026	Gloria Gold	New updates included on digital well-being support and the latest government guidance.
4.0	19/10/2026		The version approved by the Committee

Guidance on Version Control:
The above is an example of how to complete the Version control table.

Versions are 0.1, 0.2, etc., until the document is approved. Then it becomes version 1.0.

Subsequent edited versions become 1.1, 1.2, or, if it's a major update, 2.0. Do not worry about the numbers going up and up; it is about getting the policy right – it's all fine.

LEARNER WELL-BEING POLICY

Policy Coverage

THE POLICY APPLIES TO OR COVERS THE FOLLOWING GROUPS			
Type of Learner	**Tick (✓)**	**Type of Stakeholder**	**Tick (✓)**
Key Stage 3 (KS3) Carousel	✓	Teaching Staff	✓
Key Stage 4 (KS4) GCSE	✓	Education Support Staff	✓
Key Stage 5 (KS5) Level 2	✓	Administrative Support Staff	✓
Key Stage 5 (KS5) Level 3	✓	Directors	
Key Stage 5 (KS5) A Levels	✓	Employers	
Apprentices	✓	Visitors / Contractors	

Contents

1. Scope 4
2. Aims 4
3. Legislation and Guidance 4
4. Roles and Responsibilities 5
5. Procedure to follow in a case of acute mental health crisis 6
6. Warning Signs 7
7. Managing Disclosures 7
8. Confidentiality 8
9. Supporting Learners 8
10. Supporting and Collaborating with Parents/Carers 10
11. Supporting Peers 11
12. Signposting 11
    12.1 Digital Wellbeing Support - PeerScroller 11
    12.2 How to Access PeerSCROLLER 11
13. Whole College Approach to Promoting Mental Health Awareness 12
    13.1 Mental health is taught in Learning for Life 12
    13.2 Creating a positive atmosphere around mental health 12
14. Training 12
15. Support for Staff 12
16. Monitoring Arrangements 13
Appendix A: CAMHS Referrals 14
Appendix B: External Support 15

1. Scope

At the London Design and Engineering UTC, we aim to promote positive mental health and well-being for every member of our staff and learner body. We pursue this aim using both whole-college approaches and specialised, targeted interventions for individuals.

“Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community”. (World Health Organisation 2013)

We recognise that every member of our college community has mental health which needs looking after. In addition to promoting work practices and strategies to promote positive mental health and well-being for all, we aim to recognise and respond to mental ill health, whether this be mild, moderate or severe.

This commitment is further embodied in the Government’s Guidance document, Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK, which recognises that “good mental health and wellbeing improves standards in schools and helps pupils achieve and thrive in education, setting them up well for life and work. “

2. Aims

At LDE UTC, we are committed to supporting the mental health and well-being of learners, parents, carers, staff and other stakeholders.

This policy focuses on learners' mental health and well-being. It aims to:

- Set out our college’s approach to promoting positive mental health and wellbeing for all learners across our setting
- Provide guidance to staff on their role in supporting learners' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which learners 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 difficulties.
- Inform learners and their parents/carers about the support they can expect from our college in respect of learners' 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

3. 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
- Keeping children safe in education - GOV.UK 2026

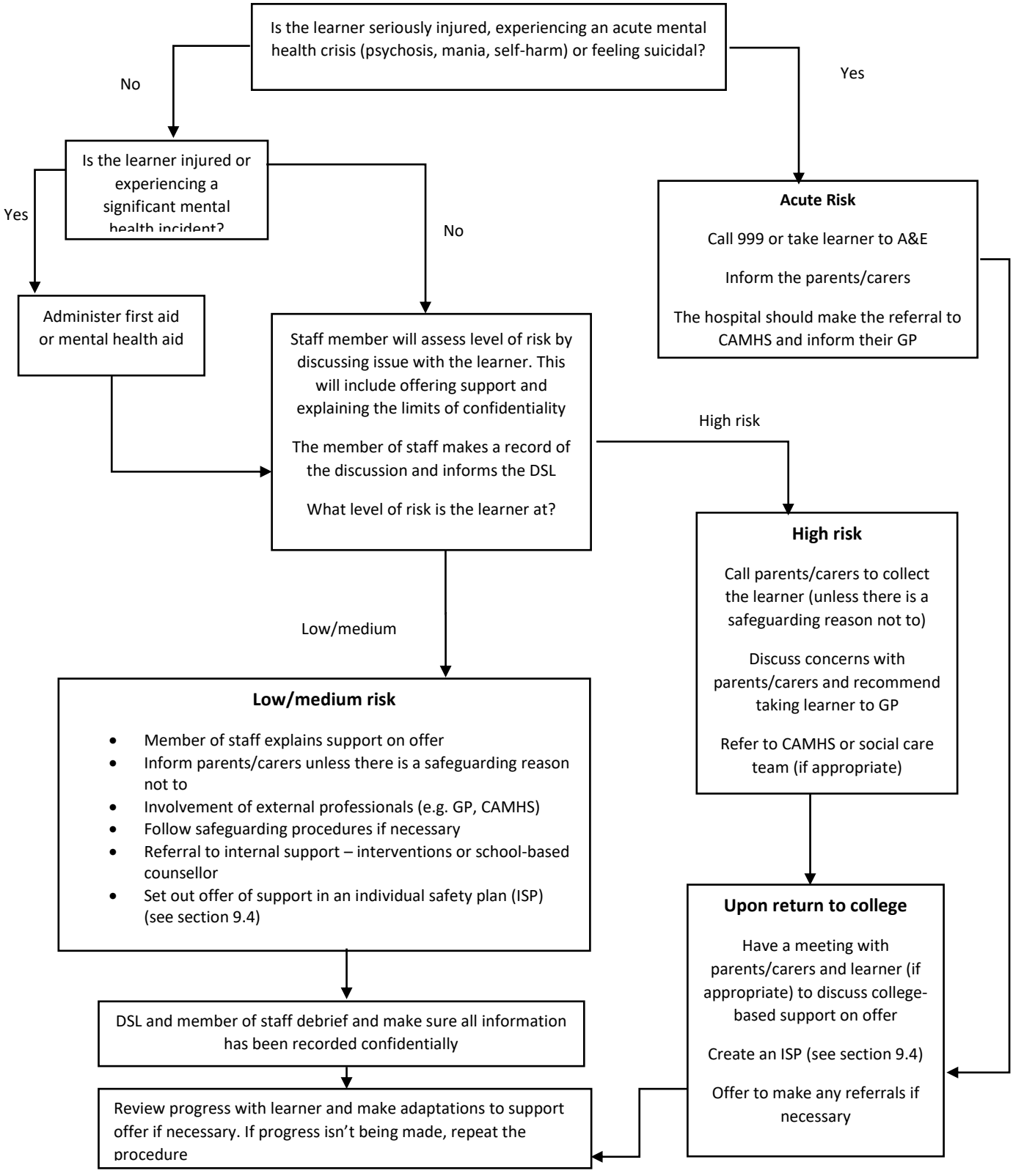
- Promoting and supporting mental health and wellbeing in schools and colleges - GOV.UK
- Mental health issues affecting a pupil's attendance: guidance for schools - GOV.UK
- Relationships and sex education (RSE) and health education - GOV.UK

4. Roles and Responsibilities

All staff are responsible for promoting positive mental health and well-being across our college and for understanding risk factors. If any members of staff are concerned about a learner's mental health or wellbeing, they should inform the Designated Safeguarding Lead and Mental Health Lead, Deputy Headteacher - Pastoral. This can be done in writing by emailing safeguarding@ldeutc.co.uk. Certain members of staff have extra duties to lead on mental health and wellbeing in the college. These members of staff include:

- Designated safeguarding lead (DSL) – Gloria Gold, Deputy Headteacher – Pastoral and Senior Mental Health Lead.
- Deputy Designated Safeguarding Leads (DDSL) Ana Grigore, Assistant Headteacher; Carla Doak, Pastoral Coordinator and Mental Health First Aider – Sixth Form, Sian Cullen Head of Year and Mental Health First Aider
- Special educational needs co-ordinator – Ana Grigore
- Senior Mental Health Lead – Gloria Gold, Deputy Headteacher- Pastoral
- Mental Health First Aider – Carla Doak, Aminul Islam, Sian Cullen, Dhiyana Desai
- Attendance Leads – Tony Green, Assistant Headteacher Lower School; Ziba Agdelen, Attendance Officer; and Steve Baker – Attendance Lead Sixth Form
- Whole College Wellbeing Lead – Gloria Gold

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



6. Warning Signs

All staff will be on the lookout for signs that a learner'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 P.E. 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

7. Managing Disclosures

If a learner 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 learner's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow LDE UTC's safeguarding policy and pass on all concerns to the DSL. All disclosures are recorded and stored in the learner'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 learner(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

8. Confidentiality

Staff will not promise a learner 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 learner'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 learner will be dependent on the member of staff being at college
- Other staff members can share ideas on how to best support the learner in question

Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the DSL. 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 learner with a third party, the member of staff will discuss it with the learner 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 learner to share their information, but the safety of the learner comes first.

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

8.1 Process for managing confidentiality around disclosures

1. Learner makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and the rationale for sharing a disclosure with the DSL
4. Member of staff will attempt to get the learner's consent to share – if no consent is given, explain to the learner with who the information will be shared with and why
5. A member of staff will record the disclosure and share the information with the chosen elected member of staff
6. The 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

9. Supporting Learners

9.1 Baseline support for all learners

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

- Raising awareness of mental health during assemblies, tutor time, Learning for Life, and Mental Health Awareness Week

- Signposting all learners to sources of online support on our college website
- Having open discussions about mental health during lessons
- Providing learners with avenues to provide feedback on any elements of our college that are negatively impacting their mental health by providing them with an email, speakout@ldeutc.co.uk
- Monitoring all learners' mental health through assessments via GL Assessments
- Appointing a senior mental health lead with a strategic oversight of our whole college approach to mental health and wellbeing
- Offering pastoral support, e.g. through heads of year, tutors
- Making classrooms a safe space to discuss mental health and wellbeing

9.2 Assessing what further support is needed

If a learner is identified as having a mental health need, the DSL / Mental Health Lead (Gloria Gold) will take a graduated and case-by-case approach to assessing the support our college can provide, further to the baseline support detailed above in section 8.1.

Our college will offer support in cycles of:

- Assessing what the learner'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
- Where attendance concerns may be linked to emotional wellbeing or mental health needs, the college will work collaboratively with learners, families and relevant agencies to remove barriers and promote successful engagement in education.

9.3 Internal mental health interventions

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

- Nurture groups within the LSU
- Personalised timetables
- Time-out pass
- Counselling
- Chaplaincy
- Educational Mental Health Practitioner (based in the college)

9.4 Individual Safety Plans (ISPs)

Any learner struggling to cope or experiencing intense levels of distress will be encouraged to complete an individual safety plan. Staying Safe | from suicidal thoughts

ISPs are written in collaboration with the learner, the parent/carer, and any other relevant professionals.

The learner's ISP will contain the following details:

- The mental health difficulty (and its triggers, signs, symptoms and treatments)

- The learner's needs resulting from the condition
- Practical support to make the learner's situation safer
- Who will provide the support
- Who in our college needs to be aware of the learner's state of mind
- What to do in an emergency

9.5 Making external referrals

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

A learner could be referred to:

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

10. Supporting and Collaborating with Parents/Carers

We will work with parents/carers to support learners' 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 those 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 college 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 (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and sharing 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 college 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 learner's confidential record.

If appropriate, an individual safety plan (ISP) will be created in collaboration with parents/carers (see section 9.4).

11. Supporting Peers

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

We will offer support to all learners 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
- Things they should avoid doing/saying
- Warning signs to look out for
- Signposting to sources of external support

12. Signposting

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

The DSL / DDSL / Mental Health Lead will be available to provide further information to learners and parents/carers if they want to learn more about what support is available.

12.1 Digital Wellbeing Support - PeerScroller

LDE UTC recognises the impact that social media and online content can have on young people's emotional wellbeing and mental health.

The college promotes the use of **PeerSCROLLER**, a free, evidence-informed digital wellbeing platform designed to help young people manage the impact of social media on their mental health.

PeerSCROLLER enables learners to:

- Understand how social media can influence thoughts, feelings and behaviours
- Develop healthy online habits
- Access wellbeing advice and support
- Reflect on their own social media use
- Learn practical strategies for maintaining positive mental health online

The platform can be accessed independently by learners, parents/carers and staff and may be used to support classroom learning, pastoral interventions and personal wellbeing.

12.2 How to Access PeerSCROLLER

PeerSCROLLER can be accessed:

- Via the PeerSCROLLER website Peerscroller
- By downloading the PeerSCROLLER app from the Apple App Store or Google Play Store (College code 422023)
- Through links provided on the college website and wellbeing resources pages

Learners who would like additional support in using PeerSCROLLER may speak to their Tutor, Head of Year, Attendance Lead, Mental Health First Aider or the Senior Mental Health Lead.

13. Whole College Approach to Promoting Mental Health Awareness

The LDE UTC adopts a whole-college approach to mental health and wellbeing, recognising that emotional wellbeing is everyone's responsibility. The college promotes learner wellbeing through leadership, curriculum provision, staff training, learner voice, parental engagement, targeted interventions and partnership working with external agencies.

13.1 Mental health is taught in Learning for Life

You can view the types of topics covered in our Padlet Learning for Life 2026/2027

We follow the PSHE Association Guidance teaching mental health and emotional wellbeing.

Learners are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe
- Learners will receive education regarding digital wellbeing, healthy use of technology, social media awareness, online relationships and strategies for managing screen time and digital pressures.

13.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

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

14. Training

All staff will be offered training so they:

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

15. Support for Staff

We recognise that supporting a learner experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this, we will:

- 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 (please see Staff Wellbeing Policy)
- Offer advice through our Staff Wellbeing Padlet

16. Monitoring Arrangements

This policy will be reviewed by Gloria Gold, Deputy Headteacher – Pastoral, annually.

The policy will be approved by the Board or a Committee every two years.

Appendix A: CAMHS Referrals

How to Refer

If you are 16 - 18 and you live or study in Newham, you can self-refer to Newham CAMHS by phone or online.

Self-refer by phone - Call 0208 430 9000 between 9am and 5pm

Self-refer online - 24 hrs a day here.

That means you don't need to fill out a form by hand and post it or hand it in; it can all be done confidentially and safely online.

If you are under 16, you will need an adult to send the form in on your behalf. This can be a parent, carer, a teacher or anyone else you trust.

If you are a parent or other adult who is concerned about a young person's mental health, you can fill in the form as well.

There is also a form for professionals to fill in here. That might be a GP, social worker, teacher or other health professional.

Appendix B: External Support

External Mental health, wellbeing and safeguarding links:

Learner Mental Health and Wellbeing:

https://youngminds.org.uk

https://www.headstartnewham.co.uk

https://www.youngstonewall.org.uk

https://www.nhs.uk/mental-health/nhs-voluntary-charity-services/nhsservices/children-young-people-mental-health-services-cypmhs/

https://www.place2be.org.uk

https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/

Useful contacts for support - for 11-18 year olds | Mind

Mental health and emotional wellbeing | Barnardo's

Mental health | Support for young people | King's Trust

Children and young people's mental health services - NHS

Understanding LGBTQ+ youth mental health in the UK | Action For Children

Home - Kooth

Child & Adolescent Mental Health Service (CAMHS) Newham | East London NHS Foundation Trust (elft.nhs.uk)

Anna Freud | Anna Freud