



Mental Health Policy



The Charlie Waller Memorial Trust
Depression – let's get talking

This policy is based on a model policy developed by the Charlie Waller Memorial Trust
www.cwmt.org.uk/mental-health-policy

Policy Name-	Review Date-
Mental Health Policy	Every 3 years
Last Reviewed:	Approved by Governors:
12/12/2025	13/01/2026

Policy Statement

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 Organization)

At Queens Park High School we aim to promote positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable students.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we aim to promote a safe and stable environment for students affected both directly and indirectly by mental ill health.

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy should be read in conjunction with our Medical needs policy in cases where a student's mental health overlaps with or linked to a medical issue and the Inclusion policy where a student has an identified special educational need.

This policy aims to :

- Promote positive mental health in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Alert staff to early warning signs of mental ill health.
- Provide support to staff working with young people with mental health issues.
- Provide Support to students suffering mental ill health and their peers and parents or carers.

Lead Members Of Staff

At Queens Park High School we are proud of the support given to pupils by our Pastoral Support Team. Whilst all staff have a responsibility to promote the mental health of students, staff with a specific, relevant remit include:

- Zoe Langford –Designated Safeguarding Lead/Senior Mental Health Lead
- Katrina Brown-Deputy Head Teacher IC Culture and Ethos/Deputy Mental Health Lead
- Jill Cutler- Assistant Head Teacher IC Attendance and Behaviour
- Rebecca Rigby-Pastoral Support Manager
- Dean Ratcliffe-Pastoral Support Manager

- Helen Catton-Pastoral Support Manager
- Sophie Roberts-Pastoral Support Manager
- Teri McKay-Pastoral Support Manager
- Jamie Footitt- First Aid Lead
- Matt Yeoman- Assistant Head Teacher IC Culture and Character, Personal Development
- Andrea Watts-Head of WPD/Citizenship

Any member of staff who is concerned about the mental health or wellbeing of a student should speak to the Senior/Deputy Mental Health Lead or a Pastoral Support Manager in the first instance. If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the safeguarding lead and the head teacher. If the student presents a medical emergency, the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Referrals to outside agencies

Where a referral for further mental health support is appropriate, this will be led and managed by Zoe Langford, Senior Mental Health Lead

Queens Park High school work alongside many different outside agencies who will work with children within the school building or in the most appropriate outside facility. These agencies include.

- Platform For Life Counselling
- CAMHS
- NHS Mental Health Support Team
- School Health
- Healthbox
- Hospice Of The Good Shepard
- Claire House Children's Hospice

Each agency has their own referral criteria. This will be discussed with parents/carers on an individual basis.

It is recommended that if there are concerns around a pupils mental health that parents/carers make a face to face appointment with their own GP to discuss concerns.

Individual Care Plans

It is helpful to draw up an individual care plan for students causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the student, the parents/carers and relevant health professionals. This could include:

- Details of a student's condition.
- Special requirements and precautions.
- Medication and any side effects.
- What to do and who to contact in an emergency.
- The role the school can play.

The plan is to be shared with staff on a need to know basis. This will also be saved in a secure area of Synergy for Pastoral Staff to access.

Teaching about Mental Health

The skills, knowledge and understanding needed by our students to keep themselves and others physically and mentally healthy and safe are included as part of our WPD programme. We follow the PHSE association guidance to ensure that we teach mental health and emotional wellbeing issues in a safe sensitive manner which helps rather than harms.

Assemblies take place through out the year focusing on key areas of support needed. The focus may be national awareness campaigns such as World Mental Health Day or more school based need.

Signposting

We will ensure that staff, students and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it is outlined in our Character and Wellbeing Offer (see Appendix A).

We will display relevant sources of support within school. Including in form rooms, pastoral offices, toilets and on screen throughout the building. There is also a comprehensive list of support available on the school website. We will highlight regularly sources of support within relevant parts of the curriculum. Whenever we highlight sources of support, we increase the chance of student help-seeking by ensuring students understand:

- What help is available.
- Who it is aimed at.
- How to access it.
- Why to access it.
- What id likely to happen next.

Warning Signs

School staff may become aware of warning signs which indicate a student is experiencing mental health or emotional issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns with **Zoe Langford**, our mental health lead. The most appropriate member of staff will lead once a support plan has been discussed.

Possible warning signs include.

- Physical signs of harm that are repeated or appear non-accidental.
- Changes in eating or 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.

Managing disclosures

A student may choose to disclose concerns about themselves or a friend to any member of staff within the school building, so all staff need to know how to respond appropriately to a disclosure.

If a student chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen rather than advise and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why'? For more information about how to handle mental health disclosures sensitively (see Appendix B).

All disclosures should be recorded onto CPOMS and shared directly with the Senior Mental Health Lead who will offer support and advice about next steps. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made.
- Main points from the conversation. This must be factual
- Agreed next steps.

Confidentiality

Confidentiality guidance for disclosures about poor mental health is the same as guidance for safeguarding concerns. This must be made clear to students and will be shared with them via assemblies, WPD lessons and form time. Any disclosure which indicates a student or other person may be at risk of harm, must be passed onto the Senior Mental Health Lead/Safeguarding Lead, **Zoe Langford**. In her absence from school this information can be shared with a Pastoral Support Manager.

If it is necessary for us to pass our concerns about a student on, then we should discuss with the student:

- Who we are going to talk to.
- What we are going to tell them.
- Why we need to tell them.

We should never share information about a student without first telling them, Ideally, we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent.

Disclosures must always be shared with the Senior Mental Health Lead. This helps to safeguard staff members own emotional wellbeing as they are no longer solely responsible for the student, it ensures continuity of care in our absence; and it provides an extra source of ideas and support. This should be explained to the student and a discussion should take place to share which adults/services would be the most appropriate to share information with.

Parents/Carers must always be informed if there are concerns that the student is at risk of harm. Some students may choose to tell their Parents/Carers themselves.

If a child gives us reason to believe that there may be underlying child protection issues parents/carers should not be informed, but the Safeguarding Lead must be informed immediately.

Working with Parents/Carers

Parents/Carers are often very welcoming of support and information from the school about supporting their children's emotional and mental health, In order to support Parents/Carers we will:

- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all Parents/Carers are aware of who to talk to, and how to go about this. If they have concerns about their own child or a friend of the child.
- Make our Mental Health Policy easily accessible to Parents/Carers. A printed copy can be sent at request,
- Share ideas about how parents can support positive mental health in their children through our school website and school social media platforms,
- Keep Parents/Carers informed about the mental health topics their children are learning about in WPD and share ideas for extending and learning at home.

Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of serious self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. To keep peers safe, we will consider on a case-by-case basis which friends may need additional support.

Support will be provided either in a one to one or group settings and will be guided by conversations with the student who is suffering and their Parents/Carers with whom we will discuss:

- What it is helpful for friends to know and what they should not be told.
- How friends can best support.
- Things friends should avoid doing or saying which may inadvertently cause upset.
- Warning signs that their friend may need help (e.g signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves,
- Safe sources of further information about their friend's condition,

- Healthy ways of coping with the difficult emotions they may be feeling.

The Parents/Carers of peers will be informed their child is supporting a friend and may require additional support themselves.

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 students safe.

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 where it becomes appropriate due to developing situations with one or more students.

Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.