



Mental Health and Wellbeing Policy

Person responsible for Plan:	Lucy Appleton
Date approved:	September 2025
Review date:	September 2026

Rationale

Mental Health Definition:

“Mental health is a state of wellbeing 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)

At Park Lane school, we are committed to promoting positive mental health and emotional wellbeing to all students, their families, members of staff and governors. Our open culture allows students' and staff voices to be heard and, using effective policies and procedures, we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues. We endeavour to ensure that students are supported to manage change and stress.

We have a role to ensure that students learn and are supported about what they can do to maintain positive mental health, what affects their mental health and where they can go if they need help and support.

Policy Aims

- Promote positive mental health and emotional wellbeing in all staff and students.
- Increase understanding and awareness of common mental health issues.
- Enable staff to identify and respond to early warning signs of mental ill health in students.

- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to students with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst students and raise awareness of resilience building techniques.
- Raise awareness amongst staff and gain recognition from SLT 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 and symptoms with effective signposting underpinned by behaviour and welfare around school.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging
- The PE curriculum
- Promoting pupil voice through student council and giving opportunities to participate in decision making
- Celebrating academic and non-academic achievements weekly
- PSHE and myHappyMind curriculum
- Healthy lifestyles – healthy eating week
- Safeguarding Week and celebrating World Mental Health Day

Staff Roles and Responsibilities

Whilst all staff have a responsibility to promote the mental health of students, staff with a particular and specific remit include:

Senior Mental Health Leads	-	Lucy Appleton and Katy Wadsworth
Mental Health Governor	-	Richard Davies
Designated Safeguarding Lead	-	Emma Shaw
Deputy Safeguarding Lead	-	Katy Wadsworth
PSHCE and RSHE lead	-	Lucy Appleton
Well-being lead	-	Lucy Appleton
Behaviour lead	-	Claire Noonan
ELSA lead	-	Bev Cairney
Mental Health First Aiders	-	Nichola Mott, Dan Geary and Bev Cairney

If a member of staff is concerned about the mental health or wellbeing of student, in the first instance they should speak to the mental health lead (Lucy Appleton or Katy Wadsworth) or Designated Safeguarding lead (Emma Shaw). If there is a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed. If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Our Mental Health Lead

- Leads and works with all staff to co-ordinate whole school activities to promote positive mental health
- Works with PSHE lead re teaching the curriculum
- Provide advice and support to staff to promote staff wellbeing

Teaching about Mental Health

At Park Lane, we take a whole school approach to promoting positive mental health. This is done through daily routines, teaching and learning and through extra-curricular activities.

The PSHE curriculum uses a specific content of lessons to match the understanding of the pupils. The curriculum follows the Park Lane 'lanes', and differentiation is provided to support all pupils inclusively. Zones of Regulation is taught at Park Lane to promote an understanding and identification of emotions and to develop strategies of how to manage big feelings. In addition to the PSHE curriculum, Park Lane uses the myHappymind programme to teach about mental health and emotional wellbeing.

Targeted Support

Park Lane offers support through targeted approaches for individual pupils or groups of pupils which may include:

- ELSA and Nurture
- Forest School
- Music Therapy
- Animal Therapy
- RDA

Sign Posting

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

Within the school (noticeboards, common rooms, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students, staff and parents understand:

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

Support in the Local Community

Local Support

In Macclesfield, there are a range of organisations and groups offering support, including the **LDCAMHS partnership**, a group of providers specialising in children and young people's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupils' poor mental health including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent Bereavement
- Health indicators

Warning signs should always be taken seriously and staff observing these warning signs should communicate their concerns to the Safeguarding Team. These concerns should then be recorded on IRIS or CPOMS depending on the nature of concern. These warning signs could include:

- Changes to eating/sleeping habits
- Becoming socially withdrawn
- Changing in activity and mood
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

- Differences in appearance
- Abusing drugs or alcohol

Working with Parents and Carers

Parents and carers can approach their child/children's class teacher if they have any concerns about mental health. This will be cascaded to the mental health lead and the designated safeguarding lead for assessment:

To support parents and carers we will:

- Provide information online on mental health issues and local well-being and parenting programmes
- Share ideas about how parents and carers can support positive mental health in their children e.g. through the myHappyMind app
- Make our mental health policy accessible to parents
- Keep parents informed about specific mental health topics
- Organise workshops and presentations on mental health

Individual Care Plan

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 CAMHS or another organisation, it is recommended that an Individual Care Plan should be drawn up. The development of the plan should involve the pupil, parents, and relevant school staff and 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

Disclosures

If a student chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. All disclosures should be recorded confidentially on CPOMS or a record of concern including:

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

The information will be shared with the designated safeguarding lead (Emma Shaw) or in the event of the DSL not being available, the deputy designated safeguarding lead (Katy Wadsworth) will be informed.

Confidentiality

If a member of staff feels it is necessary to pass on a concern about a student to either within or outside of the school, then this will be first discussed with the pupil:

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

Ideally, consent should be gained from the student first, however, there may be instances when consent cannot be gained for example – communication difficulties or if information must be shared who are in danger of harm.

It is important to also safeguard staff 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.

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.

If it is deemed appropriate to inform parents about concerns of their child's mental health, there are questions to consider first:

- Can we meet with the parents/carers face-to-face?
- Where should the meeting take place?
- Who should be present – students, 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.

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.

Summary

This policy reflects Park Lane School's commitment to lifelong learning and inclusive education. Our aim is to enable every pupil to reach their full potential through supporting and promoting positive mental health.

Review and Monitoring

This policy will be reviewed annually. The next review date is September 2026.

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

Lucy Appleton

Senior Mental Health Lead