

# Student Mental Health Policy



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### **The Christian Ethos of Immanuel College**

Immanuel means 'God with us'.

At Immanuel College, we believe that we are 'All God's Children' and this drives us in our 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.

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### **Introduction**

We believe that schools have a central role to play in enabling their pupils to be resilient and to support good mental health and wellbeing. It is important that we promote good mental wellbeing for all pupils including providing a structured school environment with clear expectations, which have been set out in our Behaviour Policy. This is paired with an individualised graduated response when the behavioural issues might be a result of educational, mental health, other needs or vulnerabilities. It is also recognised that mental health challenges can often present through patterns of absence. Our support systems therefore integrate attendance analysis to identify when absence may signal a need for additional help or intervention. Immanuel College are committed to supporting all pupils to achieve excellent educational outcomes, and strive to help pupils overcome any barriers that may prevent such achievement.

The school will ensure the clear response systems and processes set out in this policy used to identifying possible mental health problems are followed, including routes to escalate and clear referral and accountability systems.

The model (Promoting children and young people's emotional health and wellbeing, 2021) below presents eight principles to promote a whole school approach to emotional health and wellbeing. Our policy and practice are underpinned by the principles in this model.



**Aims**

- Promote positive mental health & wellbeing in all students
- Increase understanding and awareness of common mental health & wellbeing 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/carers

**Mental Health & Wellbeing Guidance**

This policy is based on the following government guidance: Keeping Children Safe in Education (2024); Working Together to Safeguard Children (2013); Mental Health and Behaviour in Schools (2018); Transforming Children and Young People’s Mental Health Provision Green Paper (2017); Future in Mind - Promoting, protecting and improving our children and young people’s mental health and wellbeing (2015), Promoting children and young people’s emotional health and wellbeing (2021) and guidance from ‘Bradford, and Airedale, Wharfedale & Craven Health and Care partnerships’.

**Mental Health Problems or Disorders**

These are defined as children experiencing a range of emotional and behavioural problems that are outside the normal range for their age.

Mental Health Problem	Definition
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emotional disorders	for example phobias, anxiety states and depression
conduct disorders	for example stealing, defiance, fire-setting, aggression and anti-social behaviour
hyperkinetic disorders	for example disturbance of activity and attention
developmental disorders	for example delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders
attachment disorders,	for example children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers
Trauma disorders,	such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect
other mental health problems	including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic depressive disorder

## Signs and Symptoms of Mental Health Problems

Negative experiences and distressing life events can affect mental health in a way that can bring about changes in a young person's behaviour or emotional state, displayed in a range of different ways, all of which can be an indication of an underlying problem. This can include:

- Emotional state (excessive worry, fear or sadness/ low self-esteem/ withdrawn)
- Behaviour (aggressive/ oppositional/ poor concentration/ notable changes in behaviour)

**Interpersonal behaviours (indiscriminate contact or affection seeking, overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).** **Staff Roles & Responsibilities**

Staff taking a lead role for student mental health and wellbeing in school are:

The Designated Senior Lead for Student Mental Health: *Mr J Patterson (Deputy Headteacher)*

The Personal Development Curriculum Lead: *Mr R Tarr (Assistant Headteacher)*

The Deputy Designated Safeguarding Lead and Chaplain: *Mr S Hacking*

The SENDCo: *Mrs A Whittle*

The Deputy SENDCo: *Mrs R Pickles*

The Link Governor: *Eloise Pienaar*

We also have the following internal support:

Sanctuary Team	E Trotter: (Salvation Army)
	M Sanderson (Salvation Army Officer)
School Counsellor	L Schofield

School Psychotherapist	P Westwood
First Aider	K Rhodes
NHS Mental Health Support Team	NHS staff based in school 1 day per week.
Think for the Future Mentor	External staff based in school 1 day per week.
Mental Health First Aiders	A team of trained teaching & support staff
Post 16 Mentors	A team of Post-16 students, trained by E Trotter
Student MH Ambassadors	Led by N Box
Heads of Year, Pastoral Managers and Form Tutors	See website

We also have access to the following external support:

School Nursing Team	External referrals
MNHES	External referrals
Youth in Mind	Nicky Lannen
Other Outside Agencies	Young Carers; Hale Project, Brathay Trust, Youth Justice, External Counselling Agencies; CAMHS; Early Help etc.

### Designated Senior Lead for Student Mental Health

The role of the Designated Senior Lead for Student Mental Health, supported by the other key roles identified above, is to:

- Have oversight of the whole school approach to mental health and wellbeing, including how it is reflected in the design of behaviour policies, curriculum and pastoral support
- Support the identification of at-risk children and children exhibiting signs of mental ill health
- Have knowledge of the local mental health services and working with clear links into children and young people's mental health services to refer children and young people into NHS services where it is appropriate to do so
- Coordinate the mental health needs of young people within the school and have oversight of the delivery of interventions where these are being delivered in the educational setting
- Oversee the outcomes of interventions on children and young people's education and wellbeing

### School Procedures

**Prevention:** The school promotes a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stress of life effectively. This is achieved through the consistent application of the school's behaviour policy, as well as teaching pupils specifically about mental wellbeing through the personal development curriculum, which will include signposting pupils for further support.

**Identification:** The pastoral system in place at the school ensure all pupils have a form tutor who knows them well, and who will be able to spot any concerns. Safeguarding training sessions will equip staff with the knowledge which will enable them to recognise emerging issues and make referrals for support via CPOMS. Staff listed in section 4.3 along with other key colleagues, will discuss these referrals at the weekly pastoral line management meetings meeting and an assessment will be made which may include using tools such as the Boxall Profile. A plan of support will then be formulated. All information will be recorded on CPOMS. We

recognise that certain school periods (e.g., transition, exams, post-holiday adjustment) can heighten student stress, and we plan targeted support accordingly. **Early support:** The school will help pupils to access evidence based early support and interventions, either through support given in the school from the mental health teams listed, or through referrals to external support where appropriate.

**Access to specialist support:** The Designated Senior Lead for Student Mental Health has up to date knowledge of the external support available enabling the school will work effectively with external agencies to provide swift access or referrals to specialist support and treatment.

**As per the Keeping Children Safe in Education (2024) guidance, 'if staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken to follow their school or college's child protection policy and by speaking to the designated safeguarding lead or a deputy.' (p17).**

## Individual Care Plans

The SENDCO, in conjunction with the First Aider, will need to be involved in any ongoing care plans for students with mental or emotional health problems. These plans should include:

- Details of a pupil'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

## 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 PSHE curriculum (see Appendix 1). Mental health and emotional wellbeing run through all the core themes, especially Health and Wellbeing and Relationships.

The aim of sessions is to promote responsible attitudes towards the maintenance of good physical and mental health, supported by a safe and healthy lifestyle. The skills, language and understanding needed to promote positive mental health underpins much of what we teach in PSHE.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms.

## Working with Parents

Where it is deemed appropriate to inform parents, the following will be considered:

- Should the contact be made face to face or is an immediate phone call the most appropriate way forward?
- If a meeting is planned, who should be present? Consider parents, the student, other members of staff.
- What are the aims of the meeting?

We will always highlight further sources of information, available on the parent support section of our website: <https://www.immanuelcollege.org/learning-at-immanuel/student-wellbeing/mental-health-wellbeing/>

We will provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. The information shared will be recorded on the child's confidential CPOMS record.

We will also support parents by:

- Ensure that all parents are aware of who to talk to if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share the three main PSHE termly themes, which can be found in Appendix 1 of this policy.
- Share information from the MHST monthly for parents to join a Parent Support Group, to talk about mental health

## **Supporting Peers**

When a student is suffering from mental health issues, it can also be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order 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 one to one or group settings and will be guided by conversations by the student who is suffering and their parents 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 / saying which may inadvertently cause upset
- Warning signs that their friend 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

## **Training**

All staff receive annual safeguarding training, which include training on identifying students with mental health & wellbeing concerns.

Staff members directly responsible for supporting students with mental health & wellbeing concerns receive appropriate training for their role.

External staff working in school are provided training by their employer, set out in our service level agreements. They are also provided safeguarding training by Immanuel College, so that they can work effectively within our systems to support students.

The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue. Visit <https://www.minded.org.uk/Catalogue/TileView> to access training videos.

## **Appendix 1 PSHE Termly Themes**

### **1. Autumn term: Relationships**

Students focus on how to develop and maintain a variety of healthy relationships within a range of social/cultural contexts (starting with transition) and to develop parenting skills as they progress through the key stages. Further to this, there is a focus on how to recognise and manage emotions within a range of relationships including friendships and intimate relationships and risky or negative relationships including all forms of bullying (including the distinct challenges posed by online bullying) and abuse, sexual and other violence and online encounters. Alongside this, age appropriate consent is visited in a variety of contexts (including in sexual relationships). Students are also taught about loss and managing loss including bereavement, separation and divorce.

Development of the theme looks at respect, equality and becoming a productive member of a diverse community. Throughout, there is a focus on how to identify and access appropriate advice and support within school and externally.

## **2. Spring term: Health and well being**

In the spring term, years 7-11 develop awareness on how to maintain physical, mental and emotional health and wellbeing. This covers how to assess and manage risks to their own and others' health and safety. A key element of the curriculum is ensuring students know how to identify and access help, advice and support within and outside of school. Students are challenged to make informed choices about health and wellbeing matters including drugs, alcohol and tobacco. They also discuss diet and what a balanced diet looks like. As part of physical activity, students explore the benefits of exercise and the role of sleep. As students work up through the curriculum, they explore mental and emotional health and wellbeing. As they develop through KS4, they develop their knowledge and understanding of sexual health. Students explore how to respond in an emergency including administering first aid alongside analysing the misuse of emergency services. Finally, students evaluate the influence of the media on lifestyle which has become a key influence in an age with rapid technical advances readily available at a young age. Year 11 end with a focus on preparing for life beyond year 11, including CV writing and the role of trade unions.

## **3. Summer term: Living in the wider world (includes economic wellbeing)**

In the summer terms, years 7-10 learn about rights and responsibilities as members of diverse communities and as active citizens and participants in the local and national economy. Students further evaluate how to make informed life choices and develop an understanding of what it means to be enterprising and ambitious. Students develop their growth mind-sets with a focal point on resilience in the face of challenges. They discuss how to develop employability skills and the role of team working at different levels. They also examine what leadership skills are and how these can be nurtured and developed. Students learn about the changing economic and business environment. They look at jobs of the future and the changing landscape of Bradford as an employer. Finally, students examine how personal financial choices can affect them and others, including gambling/addiction and about rights and responsibilities as consumers.