



**Carshalton**  
High School for **Girls**

# **Mental Health & Wellbeing Strategy and Policy**

Reviewed and Agreed by Carshalton Local Governing Body:

Spring 2026

Next Review:

Spring 2029

Policy Notes may be subject to review and revision at any time by the Carshalton Local Governing Body notwithstanding that the next review date has not been reached.

Review dates are for guidance only and whilst the intention is always to arrange reviews within the stated time frame all Policy Notes will remain in force until this has taken place and been formally approved by the Carshalton Local Governing Body.

## Contents

1. Purpose.....	3
2. Definitions and Ethos.....	3
3. Implementation .....	3
3.1 Universal Offer .....	3
3.2 Targeted Offer.....	3
3.3 Specialist Support .....	4
4. Roles and Responsibilities.....	4
5. Safeguarding and Risk Management .....	4
6. Staff Wellbeing and Training.....	4
7. Leadership, Monitoring, and Evaluation .....	4
8. Review .....	5

## 1. Purpose

This policy sets out the school's commitment to promoting positive mental health and wellbeing for all pupils and staff. As a girls' secondary comprehensive school, we recognise the unique developmental, social, and emotional needs of adolescent girls and the importance of creating a safe, inclusive, and aspirational environment in which every student can thrive.

Mental health and wellbeing are foundational to learning, attendance, behaviour, and achievement. The school adopts a relational, whole-school approach that prioritises strong, trusting relationships, a sense of belonging, and high expectations for all.

## 2. Definitions and Ethos

Mental wellbeing is understood not simply as the absence of mental illness, but as a broader state of social, emotional, and physical wellness. The school defines mental wellbeing as children and young people's happiness, life satisfaction, and positive functioning, so that pupils feel good, feel that their lives are going well, and feel able to engage positively with their daily experiences.

The school's ethos emphasises:

- The intrinsic value of every student beyond academic outcomes.
- The importance of resilience, reflection, and learning from challenge.
- The role of positive relationships and belonging in supporting wellbeing.
- A culture of high expectations with high support.

## 3. Implementation

The school's approach to mental health and wellbeing encompasses prevention, early identification, timely support, and access to specialist provision where appropriate. A structured graduated response underpins this approach, enabling staff to match support to need, review progress, and adapt provision as pupils' circumstances change.

Staff are supported to apply approaches consistently and confidently, ensuring pupils experience predictable, fair, and supportive responses across the school.

### 3.1 Universal Offer

All pupils have access to universal support for mental health and wellbeing through:

- Strong tutor-tutee relationships and daily contact with a consistent form tutor.
- A structured personal development and wellbeing curriculum covering mental health, resilience, friendships, self-esteem, online safety, and healthy relationships. The school's Personal Development & Relationships Policy sets this out in more detail [Carshalton High School for Girls - Policies](#).
- Termly values sessions focusing on resilience, growth mindset, and emotional regulation.
- A school culture that promotes sisterhood, peer support, and positive relationships.
- Student leadership opportunities and student voice structures, including councils and ambassador roles.
- A wide range of clubs, enrichment opportunities, and creative outlets.

### 3.2 Targeted Offer

Where a student is identified as requiring additional support, targeted wellbeing interventions may be provided. These include:

- One-to-one support from dedicated pastoral and wellbeing staff, including Year Heads and Pastoral Support Officers.
- Mentoring programmes, including peer mentors and older pupils supporting younger pupils.
- Targeted wellbeing and character development interventions delivered through external partners and recognised programmes. Examples may include youth and community organisations, sporting and leadership charities, and award-based programmes. These partnerships are reviewed regularly to ensure they continue to meet pupils' needs.
- Support from Pupil Premium champions for vulnerable pupils.
- Close partnership with parents and carers through regular communication and meetings.

### **3.3 Specialist Support**

Where needs are more complex or sustained, a trans-disciplinary approach is adopted. This may include school counsellors, therapists, Emotional Wellbeing Practitioners, and referrals to health or specialist services, including CAMHS pathways. The school also draws on advice and support from the local School Inclusion service.

Where appropriate, referrals may be made to external organisations offering counselling, online support, peer support, or crisis intervention. Decisions regarding specialist support are made through a multi-disciplinary vulnerable student panel, led by senior pastoral staff including the Assistant Headteacher Pastoral and the Designated Safeguarding Lead.

## **4. Roles and Responsibilities**

Supporting pupils' mental health and wellbeing is a shared responsibility.

### **The Local Governing Body and Senior Leadership Team**

Provide strategic oversight, ensure appropriate resources and training are in place, and monitor the effectiveness of provision.

### **Tutors**

Act as the primary point of contact for pupils, building strong relationships, monitoring wellbeing, and identifying concerns early.

### **Pastoral and Wellbeing Teams**

Coordinate targeted and specialist support, liaise with families and external agencies, and review progress.

### **All Staff**

Are expected to use relational and trauma-informed approaches, promote a safe and inclusive environment, and raise concerns appropriately.

### **Pupils and Parents/Carers**

Are encouraged to engage openly with the school, contribute to support planning, and work in partnership to promote wellbeing.

## **5. Safeguarding and Risk Management**

Mental health and wellbeing are integral to safeguarding practice. Staff are trained to recognise signs of distress, self-harm, or risk and to follow clear referral pathways to the Designated Safeguarding Lead. Pupil safety is always prioritised.

## **6. Staff Wellbeing and Training**

The school recognises that staff wellbeing directly impacts student wellbeing.

Staff are supported through professional development, workload working parties, and wellbeing initiatives, and are encouraged to seek support when needed.

Key staff with significant pastoral and safeguarding responsibilities, including Heads of Year, the Designated Safeguarding Lead, and Pastoral Support Officers (including those delivering Emotional Literacy Support Assistant interventions), receive external supervision. This supports professional reflection, emotional resilience, and safe, effective practice.

## **7. Leadership, Monitoring, and Evaluation**

Senior leaders and governors monitor mental health and wellbeing through student voice, attendance, behaviour, referral data, and feedback from staff and parents. Provision is reviewed regularly to inform continuous improvement.

Leaders use this information to identify strengths, address gaps, and adapt provision where impact is not yet strong enough.

The school has been participating in the Building Stronger Foundations (BSF) programme since September 2025 and is working towards achieving the Bronze Attachment and Research Community (ARC) award. This programme supports the development and evaluation of whole-school relational and trauma-informed practice through structured training, reflection, and evidence of impact.

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**8. Review**

This policy will be reviewed regularly to ensure it remains compliant with statutory guidance, reflects best practice, and meets the evolving needs of the school community.