



# Emotional Wellbeing and Mental Health Policy

**Approved by:**  
James Smith (Headteacher & Reviewer)

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## 1. Policy Statement

At Thames View Junior School, we are committed to promoting positive mental health and emotional wellbeing for every member of our community – pupils, staff, and parents.

We recognise that mental health is a state of well-being in which every individual can realise their own potential, cope with normal stresses of life, work productively and fruitfully, and contribute to their community (World Health Organisation).

We aim to create a safe, supportive, and inclusive environment where wellbeing is prioritised, where mental ill health is recognised early, and where effective support is provided for those who need it.

This policy should be read alongside:

- Safeguarding and Child Protection Policy
  - Confidentiality Policy
  - Health and Safety Policy
  - SEND Policy
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## 2. Aim of the Policy

At Thames View Junior School, we aim to:

- Increase understanding and awareness of common mental health issues
  - Provide opportunities for staff to look after their own mental wellbeing
  - Identify early warning signs of mental ill health in pupils
  - Provide effective support to staff working with children with mental health needs
  - Provide support for pupils, their families, and peers where mental ill health is a concern
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## 3. Dissemination

This policy will be shared with:

- Staff (via email, induction, and staffroom display)
- Pupils (through PSHE lessons and assemblies)
- Parents (via newsletters, ClassDojo, and the school website)
- Governors (through meetings and documentation)

#### 4. Lead Members of Staff

- Designated Safeguarding Lead (DSL): Sandeep Sanghera
  - Deputy DSLs: Alison Jones & Jo Wellwood
  - Mental Health & Wellbeing Lead: Alison Jones
  - Occupational Health & Safety Lead: Jade Lines
  - Headteacher: James Smith
  - Deputy Headteacher: Sandeep Sanghera
  - CPD Lead (for staff training): Sandeep Sanghera
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#### 5. Responsibility

All staff have a duty to promote the wellbeing of pupils and colleagues. Concerns about a child's mental health must be reported to the DSL. In cases of immediate risk of harm, normal safeguarding and emergency procedures must be followed. Referrals to CAMHS will be led and managed by the DSL.

Staff responsibilities include:

- Understanding and applying this policy
- Supporting pupils and colleagues in maintaining wellbeing
- Taking reasonable care of their own wellbeing
- Raising concerns with their line manager if work is affecting their wellbeing

Senior Leadership responsibilities include:

- Ensuring all staff are aware of and follow this policy
  - Promoting a healthy work-life balance
  - Supporting staff experiencing stress and accessing Occupational Health where appropriate
  - Monitoring indicators such as staff absence, turnover and wellbeing surveys
  - Creating opportunities for consultation and communication about wellbeing
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## 6. Managing Pupil Disclosures

Pupils may disclose concerns about their own or others' mental health. Staff must respond calmly, supportively, and without judgement. Information must be recorded factually and passed to the DSL, including:

- Date
  - Staff member receiving the disclosure
  - Key points shared
  - Agreed next steps
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## 7. Warning Signs

Staff may notice early indicators of mental health difficulties. These should always be reported to the DSL. Warning signs include:

- Physical signs of harm or repeated injuries
  - Talking or joking about self-harm or suicide
  - Expressing hopelessness or worthlessness
  - Withdrawal from friends or activities
  - Sudden changes in behaviour, eating, or sleeping
  - Decline in academic achievement
  - Avoiding PE or changing habits
  - Frequent unexplained illness or absence
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## 8. Realistic Expectations

Staff must be mindful that recovery from mental health issues can take time. Expectations should be flexible and tailored to each pupil. Areas requiring sensitivity include:

- Academic achievement
  - Attendance and punctuality
  - Participation in extracurricular activities
  - Social interaction and engagement
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## 9. Individual Care Plans

Where pupils require ongoing support, an Individual Care Plan may be drawn up in consultation with the pupil, parents/carers, and relevant professionals. The plan should include:

- Details of the condition
  - Special requirements or adjustments
  - Medication and side effects
  - Emergency procedures
  - The school's role in supporting the pupil
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## 10. Confidentiality

Pupils will be made aware that staff cannot guarantee absolute confidentiality. If information must be shared, pupils will be told:

- Who the information will be shared with
- What will be shared
- Why it must be shared

Where safeguarding concerns exist, parents may not be informed, but the DSL must be. Otherwise, pupils will be encouraged to share concerns with parents, or staff will support them in doing so.

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## 11. Working with Parents/Carers

Parents will be engaged in supporting their child's wellbeing wherever appropriate. Staff will approach discussions sensitively, provide clear information, and offer follow-up opportunities. Resources and local services will be shared to enable parents to access further help.

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## 12. Supporting Peers

Pupils supporting friends with mental health concerns may also need guidance. Support may include:

- Clear boundaries about what information can be shared
  - Advice on how to support safely
  - Awareness of warning signs
  - Access to staff or external support if needed
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## 13. Staff Training

All staff will receive training on recognising and responding to mental health issues through safeguarding training. The Mental Health Lead will complete accredited training. Additional CPD and twilight sessions will be arranged as needs are identified.

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## 14. Staff Support

Staff wellbeing is vital. Staff experiencing stress should inform their line manager. The school will:

- Conduct regular staff wellbeing surveys
  - Provide access to Occupational Health and external resources
  - Encourage a healthy work-life balance
  - Promote use of support organisations such as Education Support, NHS resources, and Anna Freud Centre
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## 15. Signposting

Information about support services will be displayed in school, shared in PSHE, and made available to parents. Pupils and staff will be informed of:

- What help is available
  - Who it is aimed at
  - How to access it
  - What to expect from the support
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## 16. Teaching about Mental Health

Mental health and wellbeing will be embedded in the PSHE curriculum, in line with statutory guidance. Pupils will develop skills, language, and confidence to seek help for themselves or others.

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## 17. Policy Review

This policy will be reviewed every two years. Effectiveness will be evaluated through:

- Feedback from staff, pupils, and parents
  - Review by SLT and governors
  - Monitoring of practice and impact in school
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