



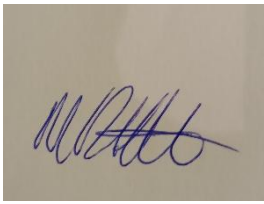
**ST JAMES**

Preparatory School

**Mental Health & Wellbeing Policy**

2025-26

## Version Control

Date of adoption of this policy	01.11.2024
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Policy owner (Proprietor)	Board of Trustees (if required)
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Signed: Name	Date 31/01/2025
Authorised by the Board of Trustees (change as appropriate) <input type="checkbox"/>	

## Contents

1	Aims .....	3
2	Scope and application .....	3
3	Key Staff Members .....	5
4	Teaching about Mental Health .....	5
5	Support.....	6
6	WarningSigns.....	7
7	Managing disclosures.....	7
8	Staff Wellbeing.....	8

## 1 Aims

- Promote positive mental health and wellbeing in staff and pupils.
- Increase understanding and awareness of common mental health issues.
- Raise awareness amongst staff, that pupils and staff may have mental health issues, and that they are supported in relation to looking after their wellbeing.
- Enable staff to identify and respond to early warning signs of mental ill health in pupils.
- Enable staff to understand how and when to access support when working with young people with mental health issues.
- Provide the right support to pupils with mental health issues and know where to signpost them and their parents/carers for specific support.
- Develop resilience amongst pupils and raise awareness of resilience building techniques.
- Instill a culture of staff and pupil welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around school.

## 2 Scope and application

At St James Prep, we are committed to promoting positive mental health and emotional wellbeing to all pupils, their families and members of staff and governors. Our open culture allows pupils' voices to be heard, and through the use of effective policies and procedures we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

This policy is a guide to all staff - including non-teaching and governors - outlining the school's approach to promoting mental health and emotional wellbeing.

This policy applies to the whole school (Nursery to Year 6) and should be read in conjunction with other relevant school policies.

### 3 Key staff members: The Wellbeing Committee

This policy aims to ensure all staff take responsibility to promote the mental health of pupils, however key members of staff have specific roles to play:

The Wellbeing Committee	2025-2-26
Head	Hilary Wyatt
Designated Safeguarding Lead (DSL)	Nicola Scott-Phillips
Senior Mental Health Lead	Erik Edwards
Governor	Martin Kettle
DDSLs	Erik Edwards, Tim Fairhead,
Pupil Wellbeing Lead	Martin Kettle, Llewelyn
EYFS Wellbeing Representative	Katie Bawn

If a member of staff is concerned about the mental health or wellbeing of pupil, in the first instance they should speak to the class/form tutor, the Senior Mental Health Lead (SMHL), the Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. The SMHL will follow up with the Form Tutor and the child, for regular check ins and decide if/when further support or contact with parents/carers may be necessary. If there is a concern that the pupil 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.

### Teaching about mental health

The skills, knowledge and understanding our pupils need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHEE curriculum which aims to ensure that all pupils:

- Are provided with the skills to live a healthy, balanced life (physically, emotionally, and socially) within relationships, work-life and when making lifestyle choices.
- To value diversity and equality in all its forms, with due regard to the protected characteristics set out in the Equality Act 2010.
- To acquire an understanding of healthy relationships including different types and in different settings, including online.
- To understand their rights (including the notion of universal human

rights), responsibilities (including fairness and justice) and consent (in different contexts).

PSHEE is a timetabled subject taught throughout all key stages, including Early Years Foundation Stage (EYFS). Many elements of the programme are supported through a whole school approach using activities such as whole school assemblies, visiting speakers and themed activities or days.

The programme which introduces new and more challenging learning, which reflects and meets the personal developmental needs of the children and young people designed to prepare the children physically, emotionally, socially, mentally, and intellectually for the future. See PSHEE policy and curriculum documents for more information.

### **Signposting**

We will ensure that staff, pupils, 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, website), we share and display relevant information about local and national support services and events.

The aim of this is to ensure members of the school community understand: What help is available

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

### **School support**

#### **Trained Support**

St James have a number of trained staff who have Mental Health First Aid training. Additionally, listening ear for pupils is available should they need someone to talk to. A Senior Mental Health Lead is available for staff should they need the same support, including signposting advice. This support follows the same guidelines as Safeguarding in regard to confidentiality and safety of our community.

### **Time for You Space**

The Time for You Space is where the children can come and talk about anything and everything, their problems and worries, their thoughts, and feelings regardless of how big or small.

This space is available for Prep children to visit and see a friendly face, seek some advice or take a moment to rebalance among beanbags, cushions, and a calming atmosphere. The pupils can also make an appointment to see a member of our trained Wellbeing Team at a time that suits them.

### **Wellbeing Ambassador Programme**

A selection of children from Years 3 to 6 are chosen to form a group of wellbeing ambassadors. They represent the wellbeing 'branch' of our pupil voice offering. They also look at Mental Health and use fortnightly sessions to emotionally check-in with themselves and each other. They also learn how to do the same for pupils around the school. They raise the profile of Wellbeing around school by helping to arrange themed activities or days such as Feel Good Fridays.

### **Feel Good Fridays**

Themed days are organised throughout the academic year. Each day has a different focus. Some are linked to our charitable endeavours, and other Feel Good Fridays link to our Wellbeing and Mental Health focus. These days feature activities, workshops and community events, where the school comes together to draw breath.

### **Empathy Reading Lab**

Empathy Reading is about understanding and recognising your own feelings and emotions, why we feel them and being able to express and communicate them. By supporting their emotional needs, it helps children to feel happier, improve their learning and encourage a more positive outlook.

If a pupil is receiving Emotional Support, this will be recorded on CPOMS and the family/parents/carers are informed if this is the case.

We are also able to offer through our SEN department:

- Therapeutic play sessions
- Art therapy

If we feel, following school support, that a pupil will need additional or more specialist help, we may signpost parents to their GP, a counsellor or child psychologist /psychiatrist.

## Individual Care Plans

When a pupil has been identified as having cause for concern and is receiving school support for their wellbeing, 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 will involve the pupil, staff, parents, and relevant professionals.

This plan will include:

- Details of the pupil's situation/condition/diagnosis
- Special requirements or strategies, and necessary precautions
- The pupil's social and emotional learning goals
- Pupil voice
- Links between school and home

## Zones of Regulation

The Zones of Regulation is our proactive approach introduced to help children learn about their emotions, understand, validate, and develop their own skills to manage and cope throughout their day.

We believe that for each child to develop and reach their full potential they need to be supported both academically and emotionally. This is done through a whole school approach to support the wellbeing needs of each child, teaching children regulation skills and individual coping strategies.

The aim of this approach is to develop emotionally literate children who are comfortable sharing and talking about their emotions and who are able to self-regulate and manage situations better as they navigate through life.

## Local support

In London, there are a range of organisations and groups offering support, including the CAMHS partnership, a group of providers specialising in children and young people's mental health and 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.

[CAMHS - About us :: West London NHS Trust](#)

Young Minds is a charity who provide support for children and young people, parents, family, and carers of young people with mental health needs. They provide advice,

support, workshops, and information signposts. [YoungMinds | Mental Health Charity For Children And Young People | YoungMinds](#)

## Warning Signs

Staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. All class teachers and some specialist teachers have received training in Mental Health First Aid. These warning signs should always be taken seriously and staff observing any of these warning signs should alert the SMHL, DSL/ DDSL or anybody else on the Wellbeing Committee.

Possible warning signs, which all staff should be aware could include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / 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, baggy clothes
- 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

If a pupil chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, balanced, supportive and non-judgmental. All disclosures should be recorded confidentially on CPOMS. This information will be shared with the Designated Safeguarding Lead and/or Deputy Designated Safeguarding Leads in line with the Safeguarding Policy, following procedures with regard to sharing information, the timeline to do this and to whom.

## **Staff Wellbeing**

At St James Prep, we prioritise the mental health and wellbeing of our staff, recognizing that a healthy, supported team fosters a positive environment for both staff and pupils.

### **Training**

We value continuous professional development and provide regular training opportunities during staff meetings. These sessions cover a variety of topics related to mental health, including:

As a minimum, all staff receive regular training about recognising and responding to mental health issues as part of their regular Safeguarding and KCSIE training to enable them to keep pupils safe. All class teachers and some specialist staff have received Mental Health First Aid training.

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.

Suggestions for individual, group or whole school CPD should be discussed the Senior Leadership Team who can also highlight sources of relevant training and support for individuals as needed.

### **Wellbeing Wednesdays:**

To promote connection and support among staff, we host Wellbeing Wednesdays. Each week, staff are invited to join us for coffee and pastries in a relaxed setting. This informal gathering provides an opportunity for staff to engage in meaningful discussions, share successes, and check in on each other's wellbeing. It serves as a space for camaraderie and support, ensuring that everyone feels heard and valued.

### **Meditation Room**

There is a quiet room allocated for staff to use at any time if they so wish. This room is designed as a safe space for reflection and tranquility.

### **Creative Opportunities for Staff and Parents**

We recognise the power of creativity in enhancing their wellbeing. Our staff and parent choir provides a welcoming space to connect through music, while various Art and Cookery opportunities encourage collaboration and expression. These initiatives foster a sense of belonging and contribute positively to the mental health of our community.

## Related Policies

This policy should be read in conjunction with the following policies/documents:

- Whistleblowing
- Health and Safety
- PSHE and RSE
- IEAL Employment Manual