



# Mental Health Policy

Last Reviewed: June 2024

Date of next review: June 2025

# 1. Policy Statement

Daffodil Preparatory School is committed to promoting positive mental health and emotional wellbeing for all pupils, staff, and stakeholders. We recognise that mental health is as important as physical health and strive to create an environment where everyone feels safe, valued, supported, and respected.

## 2. Aims of the Policy

- Promote a whole-school approach to mental wellbeing.
- Provide clear procedures for identifying and supporting mental health needs.
- Raise awareness and reduce stigma around mental health issues.
- Equip staff with tools to support pupils' emotional development.
- Provide early intervention for those experiencing mental health challenges.

## 3. Leadership and Responsibility

- **Deputy Mental Health Lead:** Stephen Montford
- **DSL & Safeguarding Link:** Sumayyah Ali
- All staff are responsible for promoting wellbeing and signposting support where necessary.

## 4. Promoting Positive Mental Health in the Curriculum

Mental health education is embedded in:

- **PSHE lessons** (personal, social, health, and economic education)
- **Circle time and assemblies**
- **Classroom discussions** promoting empathy, resilience, and mindfulness
- **Enrichment activities** such as art, outdoor learning, and team games

## 5. Support for Pupils

- Early identification through staff observations, academic tracking, and wellbeing surveys.
- Pastoral support through key adults (form teachers, TAs, DSL).
- One-to-one wellbeing check-ins where needed.
- Access to external referrals (e.g. CAMHS, speech and language therapy, SENCo).
- Individual support plans for pupils experiencing significant emotional challenges.

## 6. Support for Staff

- Open-door policy with senior leaders for staff to raise concerns.
- Reasonable adjustments for staff experiencing mental health issues.
- Regular CPD on managing stress and supporting pupils' emotional needs.
- Encouragement of a healthy work-life balance.
- Access to confidential advice services or signposting.

## 7. Working with Families

- Encourage strong home-school partnerships.
- Offer guidance and signposting to parents regarding mental health services.
- Support families in accessing help for their children when needed.

## 8. Training

All staff will receive annual training on:

- Understanding children's mental health
- Recognising signs of emotional distress
- Responding to disclosures or concerns
- Self-care and staff wellbeing strategies

Designated leads will access further specialist training as needed.

## 9. Monitoring and Evaluation

- Regular review of incidents and interventions.
- Pupil and staff voice collected through surveys and feedback forms.
- Annual policy review to ensure relevance and effectiveness.

## 10. Policy Links

This policy is linked to:

- Safeguarding and Child Protection Policy
- Behaviour and Anti-Bullying Policy
- SEND Policy
- Staff Code of Conduct

---

## Leadership and Oversight

The **Senior Mental Health Lead** for Daffodil Preparatory School is **Sumayyah Ali**. She is responsible for overseeing the school's whole-school approach to mental health and wellbeing, ensuring staff are trained to identify concerns early and that pupils receive appropriate support. She is supported by the **Deputy Mental Health Lead**, Stephen Montford who assists in coordinating mental health initiatives and liaising with external agencies.

## External Support

Daffodil Preparatory School works in collaboration with **Children and Young People's Mental Health Services (CYPMHS)**, previously known as CAMHS, to support students who require specialist mental health interventions. Referrals are made in partnership with parents/carers and, where appropriate, with the consent of the pupil.

## Recognising Mental Health Concerns

Staff at Daffodil Preparatory School are trained to be alert to a range of mental health difficulties that may present in children and young people. These include, but are not limited to:

- **Anxiety and panic disorders**
- **Depression and low mood**
- **Self-harm**
- **Suicidal ideation**
- **Eating disorders (e.g. anorexia nervosa, bulimia)**
- **Obsessive-compulsive behaviours**

- **Body image concerns**
- **Post-traumatic stress or emotional dysregulation**

Signs and behaviours that may indicate mental health concerns include:

- Withdrawal from friends or activities
- Noticeable changes in mood or behaviour
- Unexplained physical complaints (e.g. headaches, stomach aches)
- Sudden academic decline
- Refusal to attend school
- Expressions of hopelessness or worthlessness
- Evidence of self-injury
- Disordered eating patterns
- Inappropriate risk-taking behaviour

## **Working with Parents and Carers**

Effective communication with parents is key to supporting pupils with mental health challenges. The school will:

- Arrange regular meetings with parents to discuss concerns and progress
- Involve parents in the development of any pastoral or support plans
- Provide guidance on how to support their child at home
- Signpost parents to appropriate external support services and resources
- Maintain confidentiality while ensuring the best interest of the pupil is prioritised
- Offer early help where appropriate through the school's pastoral team