



## Mental Health Policy

**Last reviewed: August 2025**

**Date of Next Review: August 2026**

**Reviewed by: Governing Body**

**Version 1.2**

# 1 TABLE OF CONTENTS

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1	Table of Contents .....	2
1	Availability of the Policy (Reg 33(b)) .....	3
2	Introduction .....	3
3	Policy Statement .....	4
4	Aims of the Policy .....	4
5	Leadership and Responsibility .....	4
6	Promoting Positive Mental Health in the Curriculum .....	4
7	Support for Pupils .....	4
8	Support for Staff .....	5
9	Working with Families .....	5
10	Training .....	5
11	Monitoring and Evaluation .....	5
12	Policy Links .....	5
13	External Support .....	6
14	Recognising Mental Health Concerns .....	6
15	Working with Parents and Carers .....	7

At Daffodil Preparatory School, we believe that every child should be given the opportunity to develop to the highest standard academically, with good morals, social skills and cultural awareness to become a well-rounded individual. Through our Vision, Ethos and Aims, at Daffodil Preparatory School we provide this opportunity for our children and are pleased to do so within our school environment.

We anticipate all applicants to give their commitment, respect and wholehearted support to uphold and maintain our school ethos and values. In line with our values, we do not tolerate extreme religious or political views in any capacity. This includes any views which are prohibited under the law as well as those views that contravene our ethos and stance on equality, tolerance and respect for all, regardless of race, gender, faith (or none) or sexual orientation or gender preference.

## 1 AVAILABILITY OF THE POLICY (REG 33(B))

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This policy is available to all parents and carers:

- On the school website: [www.daffodilprepschool.org.uk](http://www.daffodilprepschool.org.uk)
- In printed form upon request from the school office

## 2 INTRODUCTION

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At Daffodil Preparatory School, we are committed to promoting positive mental health and wellbeing for all members of our school community, including pupils, staff, and parents. We recognise that good mental health is essential for learning, personal development, and resilience, and we strive to create an environment where individuals feel valued, supported, and able to flourish.

This policy sets out the school's approach to supporting mental health, including the promotion of wellbeing, the identification of concerns, and the provision of appropriate support and intervention. It also outlines the roles and responsibilities of staff in safeguarding and promoting positive mental health.

Our approach is aligned with the **Independent School Standards Regulations (ISSRs)**, statutory safeguarding guidance such as **Keeping Children Safe in Education (KCSIE)**, and the expectations of **Ofsted**, which highlight the importance of personal development, welfare, and safeguarding. In doing so, we also uphold the principles of **British Values**, ensuring that our school fosters respect, compassion, and inclusion.

Through early identification, supportive interventions, and collaborative partnerships with families and external agencies where necessary, we aim to reduce stigma, build resilience, and ensure that every member of our school community feels safe, respected, and supported.

### 3 POLICY STATEMENT

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Daffodil Preparatory School is committed to promoting positive mental health and emotional well-being 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.

### 4 AIMS OF THE POLICY

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- 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.

### 5 LEADERSHIP AND RESPONSIBILITY

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

### 6 PROMOTING POSITIVE MENTAL HEALTH IN THE CURRICULUM

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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

### 7 SUPPORT FOR PUPILS

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- 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.

## 8 SUPPORT FOR STAFF

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- 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.

## 9 WORKING WITH FAMILIES

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- 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.

## 10 TRAINING

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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.

## 11 MONITORING AND EVALUATION

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

## 12 POLICY LINKS

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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 the **Stephen Montford**. They are 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. They are supported by the **Deputy Mental Health Lead**, Neya Chowdhury, who assists in coordinating mental health initiatives and liaising with external agencies.

## 13 EXTERNAL SUPPORT

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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.

## 14 RECOGNISING MENTAL HEALTH CONCERNS

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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

## **15 WORKING WITH PARENTS AND CARERS**

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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