

TITLE OF POLICY	Student Well-being
FIRST RELEASE DATE	
LAST RATIFIED DATE	Term 3 2025
DATE FOR NEXT REVIEW	Term 3 2026
OWNER	Designated Safeguarding Lead
REVIEWER	Principal

Mental Health Policy

1. Aim

This policy aims to ensure a cohesive, inclusive, and holistic approach to supporting the mental and emotional well-being of all community members - students and staff - especially during medical absences. It integrates counselling provision and promotes early recognition and appropriate response to mental health concerns, ensuring every child and adult can thrive.

2. Scope/Procedure

This policy applies to all Primary and Secondary school students who require mental health and emotional well-being support or who experience medical absences. It also extends to all staff members, recognising their right to access counselling services or to benefit from flexible working arrangements in response to mental health challenges. Furthermore, parents and caregivers are acknowledged as key partners in the well-being of students, playing an essential role in communication and collaboration with the school.

The Head of School initiates a formal support process for long-term medical absences (defined as absences exceeding one week). Where appropriate, academic continuity may be maintained through Google Classroom, provided the student is well enough to engage in learning. PAs and school leadership teams closely monitor attendance, maintain contact with families, and coordinate tailored support packages that meet students' needs. Where necessary, referrals are made to the counselling or inclusion teams to further strengthen support.

Access to counselling is available through multiple referral pathways. Students may be referred by staff or parents, and students in Years 5 and above may self-refer. Counselling services include one-to-one and group sessions, classroom-based guidance, and peer support programmes, all underpinned by evidence-based frameworks such as the CASEL competencies. Counsellors deliver support through a structured model.

The school adopts a whole-school approach to mental health, embedding well-being throughout its culture, leadership, teaching practices, and family engagement strategies. Staff are trained to recognise and respond to behavioural indicators of mental health challenges in students, enabling early intervention. Particular attention is given to students who have experienced trauma, have special educational needs (SEN), or are monitored by the safeguarding team, ensuring that the school environment remains inclusive, supportive, and responsive to their needs.

3. Unique Definitions

Medical Absence: any absence exceeding one week due to medical reasons. Short-term absences to allow for full recuperation.

Pastoral Team: staff that includes teachers, assistant teachers, and LSAs responsible for academic support.

School Counselling: short-term support enhancing emotional well-being and development, with external referrals for long-term needs.

Confidentiality: a commitment to privacy within a 'circle of trust': Counselling team, Safeguarding team, and relevant SLT

Mental Health Disorders: emotional, developmental, trauma-based psychological conditions.

4. Associated Forms and Documents

None.

5. Related Information

[Keeping Children Safe in Education 2025](#)

[Mental Health and Behaviour in Schools: Departmental Advice \(DfE 2018\)](#)

[Working Together to Safeguard Children](#)