



Sir Joseph Williamson's Mathematical School

Mental Health and Wellbeing Procedure for Students, Staff and Parents

This procedure is written in conjunction with the advice issued by the DfE in their departmental advice for school's document "Mental Health and Behaviour in Schools" (2018).

Date written: August 2025

Date of next review: August 2026

SECTION ONE – Aims and Objectives

SJWMS Aim:

- The school is committed to supporting pupils with recognised mental health conditions
- The school is committed to promoting positive mental health and resilience within the school setting in order to allow the pupils to feel safe and have a sense of belonging
- The school will offer continuous professional development to staff to promote early identification of mental health difficulties
- The school will work closely with parents and carers as well as with the pupils themselves when dealing with mental health difficulties
- The school will seek the advice & support of medical professionals & services when severe problems occur
- The school is committed to adopting a 'whole-school approach' in regards to promoting positive mental health and wellbeing amongst pupils, staff and parents and establishing various support mechanisms for all

SJWMS Objectives:

1. To identify and provide for pupils who have mental health difficulties
2. To support all pupils in becoming more emotionally resilient and mentally healthy
3. To add pupils who have severe mental health difficulties to the SEN register & identify them as having SEN status
4. To include pupils who have SEN status as a result of their mental health difficulties in the Assess, Plan, Do, Review Process in terms 2, 4 and 6 where appropriate
5. To make sure all staff are offered appropriate training to allow them to recognise and safely support pupils with mental health difficulties
6. To work with pupils and families and make sure the views, wishes and feelings of pupils and their families are always considered

7. To seek advice from the school counsellor, educational psychologist and other medical professionals and services when the mental health needs of an individual pupil become too complex for the school to manage at a pastoral level
8. To have termly Mental Health meetings with all Heads of Year, the SEN and SLT team, and the school counsellor to discuss and review the needs of the pupils in school presenting with Mental Health concerns
9. To provide support to staff through training, CPD and the appraisal and line management system, as well as access to the various in-school support on offer e.g. counsellor
10. To provide support to parents through pastoral support liaison, drop in sessions, training/information evenings and access to external professional agencies

SECTION TWO – Promoting Positive Mental Health

- The role that schools play in promoting the resilience of pupils is important, particularly so for some children where their home life is less supportive. Schools should be a safe and affirming place for children where they can develop a sense of belonging and feel able to trust and talk openly with adults about their problems
- The SEN department is committed to raising the profile of Emotional Resilience and Mental Health. Training for staff is provided on as regular a basis as possible
- The school has a designated area of school where pupils with additional needs can come to talk to a member of staff throughout the course of the school day; the learning support room is the central base for the SEN team.
- The school's zero tolerance anti-bullying policy is embedded in the pastoral system and reinforced in assemblies, life skills lessons and tutorials.
- The school has employed a qualified school counsellor, 3 full days a week, to help meet the mental health needs of the pupils in the school setting. Access to the counsellor is strictly through the SEN and Pastoral departments so correct protocols can be followed and permissions sought.
- The school works closely with parents and carers as well as with the pupils themselves ensuring their opinions and wishes are taken into account.
- The school engages in opportunities to raise the profile of good Mental Health and resources supplied by various Mental Health charities are used to inform whole school assemblies, Head of Year assemblies and tutorial programmes.
- The topic of Mental Health is discussed in Tutorials and Assemblies with all year groups.
- The school holds an annual 'Mental Health Awareness Week' in Term 5.

SECTION THREE – Identifying Mental Health concerns

- There are clear systems in place to identify pupils who are at risk of suffering Mental Health concerns; Teaching and Support staff are provided with frequent training and guidance and are vigilant about identifying any Mental Health concerns (see Appendix A)
- The school also holds an SEMH meeting once a term, which is attended by SLT and the School Counsellor, in order to monitor and update concerns
- In-school Review is held 3 times a year and attended by SLT and Pastoral Staff and SENCOs
- Pastoral Board is held once a term to discuss all pastoral matters and concerns

SECTION FOUR – Support

- Once a Mental Health concern has been identified, support can take on a variety of forms depending on the individual need. This can include counselling from the relevant Pastoral member of staff, Head of Year or in-school Counsellor.
- The school has a very well established and effective Pastoral and SEN system in place from which pupils know they can access a wealth of support from adults who are specifically trained to offer emotional support.
- Once a pupil has been diagnosed as having a mental health condition they are added to the SEN register and strategies are agreed on how to best support the pupils in the school setting.
- The school has 2 fully qualified SENCOs who work closely with the Pastoral teams to make certain mental health concerns are dealt with effectively and efficiently.
- The school also works closely with outside agencies in some cases, in order to support the pupil and family as effectively and fully as possible.
- The school recognises the importance of communication between home and school. Parents/Carers are encouraged to share with the school any concerns regarding their son/daughter so that the relevant support can be put in place if necessary.
- The ethos of SJWMS is tireless in its promotion of resilience and grit, as well as tolerance and understanding. Improving emotional resilience is of key importance at SJWMS. As well as forming an aspect of the School Improvement Plan, it is highlighted and promoted in Tutorials and Assemblies.
- The school runs Mental Health Parent Training evenings in collaboration with the Medway Emotional Support Team.
- The SENCO and Deputy SENCO and the Wellbeing Lead run termly drop-in surgeries for parents to come into school and meet with the team to discuss any concerns without having to make an appointment.
- The school has established a Staff Mental Health Working Party and a Student Mental Health Working Party in order to provide staff and students with a forum to share ideas and strategies to improve staff and student wellbeing and support in the school.
- The Appraisal system reflects a focus on staff wellbeing in order to allow staff access to support from their relevant line manager.
- The Wellbeing Lead runs regular initiatives such as 'Mindfulness Week' for staff, whereby advice and strategies are offered to staff via email on a daily basis and conversations regarding staff wellbeing are encouraged.
- Staff have access to a variety of provisions aimed at improving Mental Health and Wellbeing, including free counselling sessions.

SECTION FIVE - Monitoring

- Students/staff identified as having Mental Health needs are closely monitored to ensure that strategies are beneficial and effective.
- Where appropriate, the designated Member of Staff will be in close contact with parents/carers, as well as class teachers and outside agencies/medical professionals, in order to maintain an up to date and complete picture of the student's wellbeing and progress.

- All Pastoral and SEN staff meet on a regular, formal (In-School review, Pastoral Board and SEMH meetings) and informal basis in order to discuss cases, where appropriate, and share best practice to ensure students are receiving the best possible support.

APPENDIX A

