



Radnor House
— TWICKENHAM —

Mental Health and Wellbeing Policy
Radnor House Prep School

Published: September 2023

Reviewed: January 2026

Next Review: January 2027

Radnor House Prep is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment. It is our aim that all pupils fulfil their potential. In our school, the term 'staff', in the context of safeguarding, is inclusive of all staff and is also inclusive of pupils on placement, contractors, agency staff, volunteers and the proprietor.

Mental Health and Wellbeing Policy

At Radnor House Prep School, we are committed to promoting positive mental health and emotional wellbeing for all pupils, their families, and members of staff. We encourage pupil voice, and, through the implementation of effective policies and procedures, we ensure a safe, inclusive, and supportive environment for everyone affected – directly or indirectly – by mental health and emotional wellbeing concerns.

This policy is intended as guidance for all staff, including teaching and non-teaching staff, and outlines the school's approach to promoting mental health and emotional wellbeing. It should be read in conjunction with other relevant school policies, including (but not limited to):

- Safeguarding and Child Protection Policy
- Behaviour and Discipline Policy
- SEND Policy

Aims of the Policy

This policy aims to:

- Promote positive mental health and emotional wellbeing among all pupils and staff.
- Increase understanding and awareness of common mental health and emotional wellbeing issues.
- Enable staff to identify and respond appropriately to early warning signs of mental ill health in pupils.
- Support staff in understanding how and when to access further support when working with pupils experiencing mental health difficulties.
- Ensure pupils with mental health or emotional wellbeing needs receive timely and appropriate support.
- Develop resilience in pupils and raise awareness of effective resilience-building strategies.
- Raise awareness among staff and ensure recognition from the Senior Leadership Team that staff may also experience mental health challenges and are supported in maintaining their wellbeing.
- Foster a whole-school culture of wellbeing, where staff and pupils feel confident to talk about mental health and know they will be listened to and supported.

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Roles and Responsibilities

While all staff share responsibility for promoting and supporting pupils' mental health and emotional wellbeing, specific roles include:

- Pastoral Staff
- Designated Safeguarding Lead (DSL)
- Special Educational Needs Coordinator (SENCo)
- PSHEE Coordinator

If a member of staff is concerned about the mental health or emotional wellbeing of a pupil, they should, in the first instance, speak to the pupil's form tutor.

If there is a concern that a pupil is at high risk or in danger of immediate harm, the school's Safeguarding and Child Protection procedures must be followed without delay. Where a pupil presents with a high-risk medical or mental health emergency, relevant emergency procedures will be followed, including contacting emergency services where appropriate.

Curriculum Provision

The knowledge, skills, and understanding that pupils require to keep themselves and others physically and mentally healthy and safe are embedded within the school's PSHEE curriculum.

Through PSHEE, pupils are taught about mental health and emotional wellbeing in a safe, age-appropriate, and sensitive manner. Lessons promote:

- An understanding of emotions and feelings.
- Healthy coping strategies.
- Empathy and awareness of the emotions of others.
- Strategies for maintaining wellbeing.

PSHEE lessons are also used to support pupils who may be experiencing difficulties, equipping them with strategies to keep themselves safe and healthy, and enabling pupils to support friends who may be facing challenges.

Information, Support and Signposting

We ensure that pupils, staff, and parents/carers are aware of the support available to them and how to access it. Information about mental health and emotional wellbeing is shared:

- Within the school environment (e.g. noticeboards, classrooms)
- Through communication channels such as newsletters and the school website

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This ensures pupils understand:

- What help is available
- Who it is for
- How to access it
- Why it may be helpful
- What is likely to happen next

School-Based Support

All pupils are encouraged to talk about their feelings and emotional wellbeing with their form tutor or another trusted adult. This message is reinforced through assemblies, displays around the school, and other appropriate communication.

Early Years Provision

In the Early Years, children are supported through the Key Person approach, where one member of staff is allocated to each child. This enables strong, secure attachments to be built and supports close collaboration with families.

Young children may not yet have the emotional maturity to understand or articulate their feelings. Staff therefore place strong emphasis on observation and responsive support. Strategies include:

- Use of *Empathy Elephant* (an Early Years Learning Disposition) during registration and circle time to encourage discussion about feelings
- Use of Makaton signs (e.g. sad, happy, sorry, friends) to support emotional understanding
- A carefully structured environment that promotes independence, exploration, and positive self-esteem

Staff recognise that children develop resilience at different rates and that individual experiences vary. Each child is therefore supported through a personalised approach to develop self-confidence and self-awareness.

Identifying Pupils at Risk

Staff may observe warning signs that indicate a pupil is experiencing mental health or emotional wellbeing difficulties. These signs must always be taken seriously and shared with the form tutor or Deputy Headteacher (pastoral lead).

Possible warning signs include:

- Repeated or non-accidental physical injuries.
- Changes in eating or sleeping patterns.
- Social withdrawal or isolation from peers or family.

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- Noticeable changes in mood or behaviour.
- Decline in academic performance.
- Talking or joking about self-harm or suicide.
- Substance misuse.
- Expressions of hopelessness, failure, or worthlessness.
- Changes in clothing (e.g. wearing long sleeves in warm weather).
- Secretive behaviour.
- Avoidance of PE or changing facilities.
- Persistent lateness or absence.
- Frequent unexplained physical complaints (e.g. headaches, nausea).

Emotional Literacy Support Assistant (ELSA)

The school employs a qualified Emotional Literacy Support Assistant (ELSA). The ELSA provides targeted support for pupils who:

- Self-refer to discuss worries or concerns
- Are identified by staff as requiring additional emotional support

Supporting Vulnerable Pupils

We recognise that some children and young people may be at greater risk of experiencing poor mental health, including those:

- Living with parents/carers who have mental health difficulties.
- Experiencing or witnessing domestic abuse.
- Facing other adverse childhood experiences that place their mental health or emotional wellbeing at high risk or in danger of immediate harm.

The school is committed to early identification and timely intervention, providing targeted support for pupils who are most at risk or already showing signs of social, emotional, or behavioural difficulties. The Designated Safeguarding Lead and safeguarding leadership team, lead safeguarding procedures as appropriate.

Clear information is provided to pupils about where and how they can seek support for personal or emotional concerns.

Responding to Disclosures

If a pupil discloses concerns about themselves or a friend, staff will respond in a calm, supportive, and non-judgemental manner. Safeguarding procedures will be followed where appropriate.

The school also recognises the importance of safeguarding staff wellbeing and will ensure staff are supported when managing emotionally challenging disclosures.

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Where concerns are significant, parents/carers will be informed. We recognise that this information can be distressing for families and will approach such conversations with sensitivity, allowing time for reflection and discussion.

The school values the vital role of families in supporting children's emotional health and wellbeing and is committed to working in partnership with parents and carers.

Staff Training and Support

- All staff receive regular training on recognising and responding to mental health and emotional wellbeing concerns, as part of annual safeguarding and child protection training.
- Additional information and guidance are available via the school website.
- Further training opportunities for staff requiring more in-depth knowledge will be considered through performance management processes.
- Additional CPD may be provided in response to emerging needs or specific pupil circumstances.
- Twilight training sessions may be arranged to address whole-school mental health priorities.

Suggestions for individual, group, or whole-school CPD should be discussed with the Head, **Mrs Davies**, who can also advise on appropriate training opportunities and sources of support.

Monitoring and Review

This policy will be reviewed annually, or sooner if required, to ensure it remains compliant with current legislation and reflects up-to-date guidance and advice from relevant external agencies, including the Department for Education (DfE), NHS, and local safeguarding partners.

Next review date: January 2027