

The Park Federation Academy Trust
The Godolphin Junior Academy
Pupil Wellbeing Policy 2026-27

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Godolphin Junior Academy: Pupil

Wellbeing and Mental Health Policy

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1. Policy Statement and Aims

At **Godolphin Junior Academy**, we are committed to promoting positive mental health and emotional wellbeing for all our pupils, their families, and our staff. We recognize that mental health is a crucial factor in a child's overall development, heavily influencing their ability to learn, build relationships, and navigate life's challenges.

Our aim is to establish a safe, inclusive, and supportive environment where mental health is openly discussed, and stigma is actively dismantled.

This policy aims to:

- Promote positive mental health and wellbeing across the whole school community.
- Increase understanding and awareness of common mental health issues.
- Equip staff to identify and respond effectively to early warning signs of mental ill-health in pupils.
- Provide clear guidance on the support pathways available, both internally and through external agencies.
- Foster a collaborative approach with parents and carers to support pupil wellbeing.

2. Key Personnel and Roles

While pupil wellbeing is the responsibility of all staff, specific leadership roles ensure our approach is coordinated and effective.

Role	Responsibility at Godolphin Junior Academy
Senior Mental Health Lead	Oversees the whole-school approach, monitors interventions, and evaluates policy impact.
Designated Safeguarding Lead (DSL)	Manages cases where mental health concerns overlap with safeguarding risks.
SENCO	Ensures pupils with Special Educational Needs and Disabilities (SEND) whose needs manifest as mental health difficulties receive appropriate support.
Pastoral Team / ELSAs	Delivers targeted, day-to-day emotional and social interventions (e.g., Emotional Literacy Support).

3. A Whole-School Approach (Universal Support)

Godolphin Junior Academy employs a tiered approach to wellbeing. Our universal offer applies to all pupils and focuses on prevention, education, and early identification.

- **The Curriculum (PSHE/RSE):** Emotional wellbeing and mental health are core components of our Personal, Social, Health and Economic (PSHE) education. We teach children the vocabulary to articulate their feelings, strategies for resilience, and the importance of self-care.
- **School Environment & Emotional Regulation:** We maintain a culture of warmth and respect. Classrooms feature "worry boxes," emotional check-in charts, and self-regulation strategies to normalize sharing feelings and help pupils manage their emotions safely in the classroom.
- **Physical Health:** We actively promote the link between physical and mental health through active breaktimes, PE, and education on healthy eating and sleep hygiene.
- **Pupil Voice:** The School Council plays an active role in shaping wellbeing initiatives,

ensuring pupils feel heard, valued, and have a sense of agency over their school experience.

4. Targeted Support and Interventions

When a pupil requires support beyond the universal offer, Godolphin Junior Academy provides targeted interventions based on their specific needs.

4.1 Internal Support

- **ELSA (Emotional Literacy Support Assistant) Sessions:** One-to-one or small group sessions focusing on anger management, self-esteem, loss, or friendship skills.
- **Nurture Groups:** Structured environments designed to develop social skills, emotional regulation, and secure peer relationships.
- **Time-Out/Quiet Spaces:** Designated safe areas within the academy for pupils experiencing sensory overload or high anxiety.

4.2 External Referrals and the Slough MHST

When a pupil's needs are more complex, the Senior Mental Health Lead and SENCO will coordinate external support. **We have established, direct links with the Slough Mental Health Support Team (MHST).**

- **Slough MHST:** The Slough team works directly with our academy to provide early, evidence-based interventions for pupils experiencing mild to moderate mental health issues (such as low mood, mild anxiety, or behavioral challenges). They offer targeted support, such as Cognitive Behavioural Therapy (CBT) techniques, and provide expert consultation to our staff.
- **Specialist Services:** For severe, complex, or escalating needs, we refer to:
 - Child and Adolescent Mental Health Services (CAMHS) / local NHS trusts.
 - The Local Authority Educational Psychology Service.
 - Specialist bereavement or trauma charities.

5. Identifying Warning Signs

Staff at Godolphin Junior Academy receive regular training to recognize potential indicators of mental distress. Warning signs may include, but are not limited to:

- Sudden changes in behavior, mood, or academic performance.
- Increased isolation from friends or withdrawal from usual activities.
- Changes in eating or sleeping habits (frequent tiredness in class).
- Expressions of hopelessness or extreme anxiety.
- Signs of self-harm or neglect of personal hygiene.

Action to Take: If a staff member observes these signs, they must log the concern on the

school's safeguarding/pastoral monitoring system (e.g., CPOMS) and immediately notify the Senior Mental Health Lead or DSL.

6. Working with Parents and Carers

We recognize that parents and carers are the experts on their children. Effective support requires a transparent, non-judgmental partnership.

- **Communication:** We will always contact parents if we have concerns about a child's mental health, ensuring this is done sensitively and privately.
- **Support for Families:** We provide resources, workshops, and signposting to local family support services via the school website and newsletters.
- **Collaborative Planning:** When creating an Individual Healthcare Plan (IHP) or pastoral support plan, parents and the pupil will be actively involved in the goal-setting process.

7. Policy Review

This policy will be reviewed annually by the Senior Mental Health Lead and the Governing Body to ensure it remains compliant with DfE statutory guidance and reflects the evolving needs of the Godolphin Junior Academy community.