TRURO SCHOOL

SENIOR SCHOOL

Positive Mental Health and Wellbeing Policy

A copy of this policy is published in the following areas: The school's website

Reviewed and updated: October 2026
Date for review: October 2027
Created by: Health and Wellbeing Lead Sept 2025

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Policy Statement

'*Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world.' (WHO, 2018)*

Truro school is committed to the protection and promotion of positive mental health for all pupils and staff. We will continuously endeavour to improve the mental health of the school community by utilising a 'whole school approach' to mental health, and via the identification and implementation of positive processes and practices which promote good mental health and wellbeing.

In addition to promoting positive mental health, we recognise that one in five children and young people aged 8 to 25 as reported by the Mental Health of Children and Young People in England 2023 report have a probable mental health disorder. Ref - (https:www.england.nhs.uk/2) We aim to identify and provide timely and appropriate support for all members of the school community affected both directly and indirectly by mental health problems.

Policy Aims

By developing and implementing practical, effective and positive policies and procedures relevant to our school and developed in conjunction with the Pastoral Team and SSLT, we can promote a safe and supportive environment and ethos which is conducive to the mental health and wellbeing of the whole school community.

We will:

- Support pupils to understand their emotions
- Help pupils to manage change and adversity and develop resilience
- Provide an environment which is conducive to pupils sharing concerns about themselves and others

We will promote a mentally healthy school environment by:

- Adopting a whole school approach to mental health and wellbeing
- Raising awareness in the whole school community of the signs and symptoms of mental health problems

- Supporting staff to manage their own mental health and wellbeing
- Supporting staff to respond swiftly and effectively to any signs of an emerging mental health problem
- Engaging in activities which promote mental health and wellbeing and a sense of belonging in the whole school community
- Celebrating individual differences in pupils, ensuring pupils feel valued and respected
- Valuing and celebrating all achievements

Scope

This document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for teaching and non-teaching staff and governors. The policy and procedures will be made available to pupils and their parents and guardians. This policy should be read and understood in conjunction with other relevant school policies:

Child Protection and Safeguarding policy
Self harm policy
Eating disorder policy
Allergy, Anaphylaxis and AAI policy
PSHE policy
SEND policy
Anti Bullying policy
Positive Behaviour and Values Policy
General Medical policy
First Aid policy
Diversity, Inclusion and equality policy – Check name
Boarding Handbook
Staff Wellbeing Policy

Policy Objectives

- Promote positive mental health in all staff and pupils
- Reduce discrimination and stigma by increasing awareness and understanding of mental health problems
- Increase awareness of early warning signs of mental health problems
- Provide support to staff working with young people with mental health issues
- Provide support to pupils experiencing mental health problems and their peers and parents or guardians
- Provide opportunities for staff and pupils to look after their mental health and wellbeing

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Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of our pupils, staff with a specific, relevant remit include:

- The Deputy Head (Pastoral)
- DSL
- DDSL
- Health and Wellbeing Lead
- School Counsellors
- School Nurses
- Chaplain
- Head of PSHE

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the DSL , The Deputy Head (Pastoral) or the Health and Wellbeing lead in the first instance.

In the event of any concerns that a pupil may be at risk of immediate harm, the school's Designated Safeguarding Lead or one of the Deputy Designated Safeguarding Leads should be contacted immediately and the Child Protection and Safeguarding policy should be followed.

If the pupil presents as a medical emergency, then the school nurses should be contacted during school hours and the school's first aid policy should be followed outside of these hours, and, if necessary, emergency services should be called.

Where a referral to the Children and Adolescent Mental Health Services (CAMHS) is appropriate, this will be led and managed by the DSL and the Health and Wellbeing Lead.

Individual Care Plans

We write individual care plans for pupils with mental health problems. This is a collaborative process involving the pupils, their parents or guardians, The Deputy Head (Pastoral), theDSL, the Head of Year, Head of Boarding (if the student boards) a member of the DSL team and the Health and Wellbeing Lead.

The Care Plan may include:

- Details of the pupil's mental health problem and any diagnosis
- Details of any prescribed medication and any reported side effects
- Special requirements and precautions due to risk
- What to do and who to contact in an emergency

- The role the school can play and its limitations
- The role that parents/guardians can play, and the support offered to the parents by the school including signposting to external support services

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum. This curriculum follows the PSHE statutory guidance and is regularly reviewed to ensure it offers clear and relevant information about mental healthand promotes positive mental health Mental health and emotional wellbeing topics are taught in a safe and sensitive manner which aims to help helps and reduce risk. The teacher will always prepare pupils in advance of sensitive topics and will liaise with the pastoral team if needed.

As stated, the content of the lessons will be determined by the specific needs of the pupils we are teaching, but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to identify when mental health problems may be emerging, and to seek appropriate support when needed, for themselves or others.

Support and signposting

Pupils are encouraged to talk to any trusted adult within in the school. We also highlight sources through posters displayed around the school sharing the photographs, roles and responsibilities of staff to highlight who pupils can talk to. These posters can be found on corridor boards, in classrooms, in the Medical Centre, and on Boarding House notice boards

Within the Sixth Form we have ACHE (Advice, Care, Help and Listen) pupils who attend a 16 week training program on various mental health issues and how to support younger pupils. Once they have completed the program, they are there to support the pupils. The pupils can access them via an email or by speaking to their form tutor or any other member of staff.

. Pupils have access to an email address to raise concerns: needtotalk@ Pupils are encouraged to use the QR code and/or the email address if they would like to alert a member of staff to a concern about themselves or another pupil but do not wish to or are unable to speak to a member of staff in person. All concerns will be followed up.

Heads of Year and other members of staff will hold regularassemblies on the theme of health and wellbeing and highlight where pupils can access support.

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Signs of mental health and emotional wellbeing issues.

School staff may become aware of warning signs which may indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to a member of the DSL team. We all differ in outward manifestations of distress, so it is important to consider any signs of change, for example, someone who is normally outgoing and communicative becoming less talkative and more withdrawn. It is important to emphasise that for some pupils experiencing distress, there may not be any apparent warning signs, or the pupil may actively be trying to hide their distress.

Potential signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Evidence of any changes to eating or sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Evidence of use of non-prescribed drugs and/or alcohol
- Expressing thoughts and feelings of failure, hopelessness or worthlessness
- Unsuitable clothing (for example, long sleeves in warm weather)
- Secretive or unusual behaviour
- Avoiding attendance at PE or getting changes secretively
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
  Expressing unusual ideas or beliefs

More details of common mental health issues seen in school are found at the end of this document with links to further reading and helplines.

Managing disclosures

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, member of staff's response should always be calm, supportive and non-judgemental.

Staff should focus on listening in the first instance, rather than thinking about giving advice or offering solutions. Our first intent should be on the provision of a safe and secure space to discuss the student's concerns and promoting their emotional and physical safety.

All disclosures should be recorded in writing on My Concern. This written record should include:

- The date and time of the disclosure
- The name of the member of staff to whom the disclosure was made
- The voice of the child
- Agreed actions

This information will be seen by the DSL or a DDSL if the DSL is not available. If the disclosure places the child at immediate risk, you must contact the DSL/DDSL or member of SSLT in person They will then store the record appropriately and offer support and advice about next steps.

Confidentiality

In the event of a disclosure, we must explain to the pupil that we will have to pass the information on to the DSL/DDSL.It may also be necessary to pass on concerns about a pupil to external services with the guidance of the Deputy Head (Pastoral) and DSL to ensure that the pupil receives the best possible support.
In both instances, we should discuss with the pupil:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them
- When the information will be passed on
-

There may be occasions where a pupil refuses to consent to information being shared, or where it is not possible to gain their consent. Examples may include receiving information indicating a pupil is at serious risk of harm but does not want anyone else to be informed. The safety of pupils is our priority and will therefore share information when we believe that a pupil is at risk.

Working with Parents and Guardians

We recognise the importance of working with and supporting parents and guardians as part of our whole school approach to mental health and wellbeing. To support parents and guardians, we will:

- Ensure that this policy is available in accessible formats including multiple languages, as required
- Make sure that sources of information and support about common mental health issues areavailable in a prominent position on our school website
- Involve parents and guardians in the ongoing review and development of this policy

- Ensure that all parents are aware of who to contact and how, if they have concerns about their own child or a friend of a child
- Ensure that parents and guardians are involved in our whole school approach to mental health and wellbeing
- Ensure that parents and guardians are aware of the support available within the school and
- Through external services
- Share ideas about how parents can support positive mental health in their children through the bulletin.
- Keep parents and guardians informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home
- Provide opportunities for parents to be involved in any training or other activities which may help them support their child's mental health

It may be necessary to inform parents or guardians of any concerns relating to the mental health of their child. In this event, we will be sensitive in our approach. Before disclosing to parents or guardians we should consider the following questions (to be adapted on a case by case basis):

- What are the aims of the meeting?
- Is it suitable for the meeting be held face to face?
- Where is the best environment to conduct the meeting?
- Who should be present? Consider the parents or guardians, the student, relevant members of staff.

It may be shocking and upsetting for parents or guardians to learn that their child may be experiencing a mental health problem, and we should be prepared for a range of responses, which may include shock followed by sadness, fear, anger or emotional distress during the first conversation. We should be accepting of this (within reason) and give the parents or guardians time to reflect.

We will highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that we're sharing. Sharing sources of further support aimed specifically at parents and guardians can also be helpful too, e.g. parent helplines and platforms such as The Wellbeing Hub.

We will provide clear means of contacting us with further questions and plan for any follow-up meeting or phone call as parents and guardians often have many questions as they process the information. We will finish each meeting with an agreed next step and always document the meeting on the pupil's My Concern.

Supporting Peers

When a pupil is experiencing a mental health problem, it can be a difficult time for their friends, who may want to offer support, but do not know how to do so. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping strategies from each other. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one group settings and will be guided by conversations with the pupil who is suffering and their parents or guardians, with whom we will discuss:

- What is helpful for friends to know and what they should not be told
- How friends can best provide support whilst managing their own wellbeing
- Things friends should avoid doing or saying which may inadvertently cause distress
- Warning signs that their friend may need help , e.g. signs of relapse

Additionally, we will highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Training

As a minimum, all staff will receive regular training to recognise and respond to mental health issues as part of their safeguarding training to enable them to keep pupils safe.

The school will endeavour to support all staff to attend
Mental Health Awareness training.
Training opportunities for staff who require more in-depth knowledge will be considered as part of our professional development process and additional CPL will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils or there is a clear trend/pattern emerging

School Counselling

What is school-based counselling?
Counselling with children and young people is when a trained professional counsellor, working to a theoretical model, acting in accordance with a strict code of ethics, which requires confidentiality, accountability and clinical supervision, works on a one-to-one basis with a young person, whilst also working to a competence framework set by their membership body. School-based counselling has been defined as 'a form of psychological therapy that provides young people with an empathic, non-judgmental

and supportive relationship to find their own answers to their own problems' (Hill, Roth and Cooper, 2013). This is offered within a safe and boundaried space for children and young people to talk through their difficulties within a relationship of agreed confidentiality. Counsellors work to a core theoretical model, most commonly referred to as a humanistic or person-centred approach, based on the work of the psychologist Carl Rogers who emphasised the importance of the counselling relationship to help develop personal growth.
(www.bacp.co.uk , School-based counselling – essential guide for school leaders, mental health leads and commissioners, 2023)

There is a full-time school counsellor and two part-time trainee counsellors. This policy and the Counselling policy is followed by the counsellors in their work with the pupils. The school allows pupils to access counselling support without their parents or guardians knowing by following the Gillick Competence guidelines, see https://learning.nspcc.org.uk/child-protection-system/gillick-competence-fraser-guidelines#skip-to-content for further information. Please note that the counsellor will always encourage and work with the pupil to talk to their parents.

Policy Review

This policy has been written by the Health and Wellbeing Lead and Deputy Head (Pastoral) and DSL and will be reviewed every year as a minimum.

Additionally, this policy will be reviewed and updated in response to emerging patterns and/or trends in the school. This policy has been written using the Charlie Waller Trust, 'Positive Mental Health Policy and Procedures' template as guidance - https://www.charliewaller.org/mental-health-resources/mental-wellbeing/looking-after-childrens-mental-health-for-schools

Mental health issues, a description, signs and symptoms and support via Apps, Online and further reading

Annex A

ANXIETY, PANIC ATTACKS AND PHOBIA'S

Anxiety can be experienced in many forms in young people. We experience low levels of anxiety as part of normal life but when these feelings become overwhelming anxiety, with fear or panic and it interferes with your daily life, this is when we need to reach out for help.

Apps:

Clear Fear: the clear fear app helps you learn to reduce the physical responses to threat as well as supporting you to learn to change thoughts and behaviours and releasing emotions.
https://clearfear.stem4.org.uk

Chill Panda: this is an app for younger pupils that helps with breathing techniques and light exercises to take your mind away from your worries.
https://chillpanda.co.uk

Worry Tree: an app that helps with worries, it helps make a plan to act on the worry in a positive way.
https://www.worry-tree.com

On-line support:

Anxiety UK : a range of free and paid for self-help resources.
www.anxietyuk.org.uk

SELF-HARM

Self-harm is any act of intentional self-injury or self-poisoning. There are many different ways of self-harming but the most frequent ways are cutting, burning or non-lethal overdoses in adolescents. Younger children pick or scratch wounds, pull out hair or bang themselves.

Apps:

Calm Harm : this app helps to reduce the urge to self-harm.
https://calmharm.co.uk
Harmless: a range of services that support people who self-harm and those that support them.
https://harmless.org.uk

YoungMinds : mental health support for young people and their parents/guardians.
https://www.youngminds.org.uk

PLEASE ALSO SEE THE SECTION ON OTHER APPS AND WEBSITES FOR GENERAL MENTAL HEALTH AND WELLBEING.

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EATING PROBLEMS

Problems with eating and preoccupation with weight and body image may develop as a way of coping with difficult emotions. This can develop into an eating disorder. Early intervention is key.

On-line support:

FREED: First Episode Rapid Early Intervention for Eating Disorders. This shares information about eating disorders for 16-25 year olds. They can access help to gain rapid access to specialised evidence-based treatment and support tailored to their needs.
https://www.freedfroed.co.uk

Beat Eating Disorders ; helplines, chatrooms and resources to help someone with an eating disorder or worried about having an eating disorder and support for teachers, friends and family supporting someone with an eating disorder.
https://www.beateatingdisorders.org.uk

DEPRESSION

Ups and downs are a normal part of life, but if someone feels numb, a failure, hopeless and sad over an extended period, this may be depression. Without help this can lead to feeling less motivated, withdrawn and struggling to carry out day to day activities.

Apps:

Moodtools : Mood tools is designed to help you combat depression and alleviate your negative moods using research-supported tools. These include: thought diary, activities, safety plan, information etc.
https://www.moodtools.org

PLEASE ALSO SEE THE SECTION ON OTHER APPS AND WEBSITES FOR GENERAL MENTAL HEALTH AND WELLBEING.

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SUICIDAL THOUGHTS

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide, apparently without any warning.

Stay Alive : this app is a pocket suicide prevention resource for the UK. It gives useful information for individuals who are having thoughts of suicide and also for people that are concerned about someone who may be considering suicide.
https://www.prevent-suicide.org.uk/find-help-now/stay-alive-app

On-line support:

Samaritans : support for young people and suicide.
Call 116 123
Write an email: jo@samaritans.org

PLEASE ALSO SEE THE SECTION ON OTHER APPS AND WEBSITES FOR GENERAL MENTAL HEALTH AND WELLBEING.

OBSESSIONS AND COMPULSIONS

Obsessions are intrusive thoughts or feeling which are upsetting; compulsions are actions carried out to manage those thoughts and feelings.

On-line support:

OCD UK : advice and information for people affected by OCD.
https://www.ocduk.org/ocd

OCD YOUTH : this website aims to increase awareness and support those young people between the ages of 14-25 years who suffer with OCD.
https://ocdaction.org.uk/ocd-youth

APPS AND WEBSITES FOR GENERAL MENTAL HEALTH AND WELLBEING

Childline : information, advice, support and tools for young people up to the age of 19 years.
Call: 0800 1111
https://www.childline.org.uk

Kooth : free on-line counselling for 10-18 year olds.
https://www.kooth.com

The Mix : this website provides help for young people between the ages of 11 and 25 years.
https://www.themix.org.uk

Shout : a free, confidential and anonymous text support service.
Text : 85258
https://www.giveusashout.org/get-help