



Health, Wellbeing and Mental Health Policy

Reviewed: January 2026	Next review due: January 2027
Governing Body Committee: CSC	CLT contact: Chloe Turner
Policy adopted by the Full Governing Body on: 20.01.2026	

Policy – Amendment Record Sheet

Amendment Number	Section Amended	Amended By	Reason for Amendment	Date
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Designated Safeguarding Lead (DSL): Becky Lear

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1. – Policy Statement and Intent

Torpoint Community College (TCC) is committed to promoting the health, wellbeing and mental health of all pupils and staff. We recognise that wellbeing is fundamental to learning, personal development and professional effectiveness, and that mental health is as important as physical health.

This policy sets out a whole-college approach to wellbeing, aligned with:

- Department for Education (DfE) guidance on mental health and behaviour in schools
- The Ofsted Education Inspection Framework (EIF), with its emphasis on *personal development, behaviour and attitudes, safeguarding and inclusion*
- The SEND Code of Practice (2015) and Equality Act (2010)

This policy should be read alongside the SEND Policy, Safeguarding Policy, Behaviour Policy, PSHEe Policy and Staff Wellbeing Charter.

2. Scope

This policy applies to:

- All pupils, including those with Special Educational Needs and Disabilities (SEND)
- All staff, including teaching and support staff
- Governors and volunteers

It covers:

- Emotional and mental wellbeing
- Resilience and personal development
- Prevention, early identification and support
- Staff wellbeing and workload

3. Whole-College Approach to Wellbeing

TCC adopts a whole-college, preventative and inclusive **approach** to mental health and wellbeing. This means:

- Creating a safe, respectful and supportive environment
- Embedding wellbeing into everyday practice, policies and decision-making
- Ensuring early identification and graduated support
- Working in partnership with families, external agencies and services
- Valuing pupil and staff voice

Wellbeing is a collective responsibility. Leaders, staff, pupils and families all have a role to play.

4. Leadership, Roles and Responsibilities

Governing Body

The Governing Body:

- Ensures statutory duties relating to wellbeing, SEND and safeguarding are met
- Appoints a named governor with oversight of mental health and wellbeing
- Receives regular reports on wellbeing, behaviour and inclusion
- Monitors the impact of this policy

College Leadership Team (CLT)

CLT will:

- Embed wellbeing into strategic planning and school improvement
- Ensure staff workload and wellbeing are considered in decision-making
- Support consistent behaviour expectations and inclusive practice
- Monitor trends using attendance, behaviour, safeguarding and wellbeing data

Senior Mental Health Lead (SMHL)

The SMHL provides strategic leadership for mental health and wellbeing by:

- Coordinating whole-college approaches to mental health
- Overseeing intervention pathways and external agency links
- Supporting staff training and confidence
- Working closely with the SENDCO and DSL
- Using data and pupil/staff voice to inform improvement

Designated Safeguarding Lead (DSL)

The DSL retains overall responsibility for safeguarding and child protection, including mental health concerns that indicate risk of harm. All safeguarding procedures are followed in line with statutory guidance.

SENDCO

The SENDCO:

- Works closely with the SMHL to support pupils with SEMH and additional needs
- Ensures mental health needs are considered within the graduated SEND approach
- Supports staff with inclusive strategies and reasonable adjustments

All Staff

All staff:

- Have a responsibility to promote wellbeing and positive relationships
- Are vigilant to changes in behaviour or emotional presentation
- Follow safeguarding and reporting procedures
- Contribute to a culture of respect, inclusion and belonging

6. Identification and Early Support

Mental health concerns may present as changes in behaviour, attendance, engagement or emotional regulation. Behaviour is understood as a communication of need, not a diagnosis.

Early identification is supported by:

- Strong pastoral systems
- Regular staff communication
- Use of data (attendance, behaviour, CPOMS, surveys)
- Pupil and parent voice

Where concerns arise, staff follow internal referral pathways and safeguarding procedures. Only appropriately qualified professionals make formal diagnoses.

7. Graduated Response and Targeted Support

Support for pupils' mental health follows a graduated approach, aligned with the SEND Policy:

- **Universal support:** whole-college culture, curriculum, routines and relationships
- **Targeted support:** short-term interventions, mentoring, check-ins or group work
- **Specialist support:** involvement of external agencies such as CAMHS, Early Help or counselling services

Pupils are supported at all stages of this process. Parents and carers are involved where targeted or specialist support is identified, or earlier where this is appropriate and in the best interests of the pupil.

8. Partnership with Parents and Carers

TCC recognises parents and carers as key partners in promoting pupils' mental health, wellbeing and resilience. Effective parent-school partnership is particularly important for pupils who are vulnerable, have SEND, or are experiencing emotional or mental health difficulties.

Our approach to parent and carer engagement is:

- **Whole-college and strategic**, aligned with the School Improvement Plan and overseen by senior leaders and governors
- **Inclusive and relational**, recognising that families engage in different ways and may require flexible approaches
- **Proactive and preventative**, supporting families early rather than only at times of crisis

In line with the Parent-Carer Engagement Action Plan (2025–2027), the College will:

- Maintain a Parent Engagement Steering Group, including staff, parent representatives and student voice
- Co-produce a policy, guidance and resources with parents and carers where appropriate
- Provide accessible information, workshops and informal opportunities (e.g. drop-ins, 'chill and chat' sessions) to support families in understanding wellbeing, SEND and learning
- Review and adapt engagement strategies to reach families who are less able to engage

Parents and carers are encouraged to:

- Share concerns about their child's wellbeing at the earliest opportunity
- Work in partnership with the College and external services where support is in place
- Engage with information, guidance and opportunities offered by the College

Clear communication pathways are in place to support families, including access to pastoral staff, the SENDCO, SMHL and DSL, as appropriate.

9. Working with External Agencies

TCC works in partnership with a range of external services, including health, social care and voluntary organisations, to ensure timely and appropriate support. Referrals are coordinated through the DSL, SMHL or SENDCO, as appropriate.

9. Staff Wellbeing

TCC is committed to supporting staff wellbeing by:

- Treating mental health as seriously as physical health
- Promoting manageable workload and clear communication
- Valuing staff voice and feedback
- Providing access to training and support
- Fostering a respectful and supportive working environment

Staff wellbeing is monitored and reviewed regularly, with action taken where concerns are identified.

10. Training and Awareness

- All staff receive regular safeguarding and mental health awareness training
- Key staff receive enhanced or specialist training where appropriate
- Training priorities are informed by data, evaluation and emerging needs

11. Monitoring, Evaluation and Review

The effectiveness of this policy is monitored through:

- Pupil, staff and parent feedback
- Attendance, behaviour and safeguarding data
- SEND and wellbeing reviews
- Governor oversight

This policy is reviewed annually and updated in line with statutory guidance and school priorities.

12. Linked Policies

- SEND Policy
- Safeguarding and Child Protection Policy
- Behaviour Policy
- PSHE Policy
- Equality Policy