



Tregony Community Primary School
Mental Health and Wellbeing Policy

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COMPLIANCE AND GENERAL STATEMENT

This policy complies with statutory guidance including Keeping Children Safe in Education (KCSIE), Mental Health and Behaviour in Schools (DfE), the SEND Code of Practice (2015), the Equality Act 2010, and all relevant safeguarding and child protection legislation. It should be read alongside the Safeguarding Policy, Behaviour Policy, SEND Policy, Attendance Policy and Anti-Bullying Policy.

Mission Statement:

The Roseland Trust provides outstanding education for our communities, **'where everyone succeeds'**.

AIM

At Tregony Community Primary School, we are committed to promoting positive mental health and emotional wellbeing for all pupils. We recognise that mental health underpins learning, behaviour, attendance and relationships.

Through this policy we aim to:

- Promote positive mental health and emotional wellbeing for all pupils.
- Establish a whole-school culture of emotional safety, belonging and inclusion.
- Reduce stigma surrounding mental health.
- Ensure early identification and intervention.
- Provide a clearly defined graduated SEMH response.
- Ensure that staff are confident in responding appropriately to mental health needs.
- Work in partnership with parents, carers and external agencies.
- Ensure safeguarding procedures are rigorously and consistently applied.

MENTAL HEALTH STATEMENT

We believe children learn best when they feel safe, understood and supported. Emotional wellbeing and academic success are intrinsically linked.

We recognise that:

- Early support prevents escalation.

- Most childhood distress can be supported effectively within a structured school environment.
- Mental health may explain behaviour but does not remove expectations for safe behaviour.
- Clear boundaries and warm, consistent relationships protect children.
- Every adult in school has a responsibility to promote emotional wellbeing.

Tregony School adopts a preventative, proactive and graduated approach to Social, Emotional and Mental Health (SEMH).

KEY ROLES AND RESPONSIBILITIES

Executive Headteacher – Mrs Kate Mitchell

Responsible for:

- Strategic oversight of mental health provision.
- Ensuring compliance with statutory duties.
- Reporting to the Trust and Local Monitoring Committee.
- Ensuring safeguarding procedures are robust and consistently applied.

Senior Mental Health Lead – Mrs Laura Read

Responsible for:

- Coordinating the school's graduated response to SEMH needs.
- Supporting staff in identifying and responding to concerns.
- Monitoring intervention impact and reviewing provision.
- Liaising with external agencies including CAMHS and EMHP.
- Ensuring appropriate training is in place.
- Supporting policy review and development..

All Staff

Responsible for:

- Promote positive mental health through daily practice.
- Follow safeguarding procedures.
- Use Emotion Coaching and restorative approaches.
- Record and report concerns appropriately.

- Maintain professional boundaries.

WHOLE SCHOOL APPROACH

Tregony School adopts a “whole child, whole school” approach to mental health.

This includes:

Ethos and Environment

- Calm, predictable classrooms and behaviour routines.
- Consistent adult responses.
- Structured transitions and routines.
- Clear expectations for behaviour.

Teaching & Curriculum

- A teaching model that breaks learning into manageable chunks to reduce cognitive overload.
- Jigsaw PSHE curriculum promoting emotional literacy, resilience and healthy relationships.
- Explicit teaching of regulation strategies.
- Opportunities for pupil voice.

Staff Expertise

- Emotion Coaching training for Teaching Assistants.
- Restorative practices embedded across school.
- Trauma-informed awareness.
- Bereavement-trained staff (Penhaligon’s Friends).
- Access to NHS Education Mental Health Practitioner workshops.
- NSPCC and Barnardo’s workshops.
- Enhanced transition arrangements to KS3.

Universal provision aims to prevent escalation by creating emotionally safe environments.

GRADUATED RESPONSE

Tregony School follows a cyclical graduated response:

Notice → Assess → Adjust → Target → Refer → Review

This process aligns with the Assess–Plan–Do–Review cycle.

Universal Provision

High-quality teaching, consistent behaviour systems and proactive emotional literacy form the foundation.

All pupils benefit from:

- Structured routines.
- Clear modelling and scaffolding.
- Emotion Coaching language.
- Whole-school wellbeing focus.

Targeted Support

Where concerns arise:

- Check-ins with trusted adults.
- Small group or individual emotional literacy support.
- Support & Achievement Plans (SAPs).
- SEMH graduated response through SEND.
- Sensory breaks and breakout spaces.
- Workshops delivered with NHS Education Mental Health Practitioner.
- Structured parent meetings and review cycles.

Interventions are time-limited, reviewed regularly and adapted based on progress.

Specialist Support

Where needs are complex, persistent or high-risk, the school may seek support from:

- Child and Adolescent Mental Health Services (CAMHS).
- NHS Education Mental Health Practitioner (EMHP).
- Early Help Hub.
- Early Intervention Inclusion Team (EIIT).
- Educational Psychologist.
- Neurodevelopmental Profiling Pathway.
- Education Welfare Officer.
- Local Authority Advisory Teams (e.g., Autism in Schools).

Referrals are made in partnership with parents unless safeguarding concerns dictate otherwise.

Clinical assessment and therapy are provided by appropriately qualified professionals.

IDENTIFYING AND RESPONDING TO CONCERNS

Staff are vigilant to signs including:

- Persistent low mood.
- Heightened anxiety.
- Withdrawal or social isolation.
- Changes in behaviour.
- Attendance decline.
- Self-harm indicators.
- Significant academic disengagement.

Staff must record concerns and inform the Senior Mental Health Lead and/or DSL.

Only appropriately qualified professionals diagnose mental health conditions.

RISK AND SAFEGUARDING

All mental health concerns may have safeguarding implications.

High-risk indicators include:

- Suicidal ideation.
- Self-harm.
- Suicide attempt.
- Psychosis or hallucinations.
- Severe eating disorder.
- Threats to self or others.

In high-risk cases:

- The DSL must be informed immediately.
- The pupil must not be left unattended.
- Parents must be informed (unless doing so increases risk).
- Medical advice or emergency services must be sought where required.
- All actions must be recorded.

MONITORING AND REVIEW

The Senior Mental Health Lead will:

- Monitor intervention impact.
- Review SEMH data alongside behaviour and attendance.
- Conduct annual review of provision.
- Report annually to governors and trust leadership.

This policy will be reviewed annually or sooner if statutory guidance changes.

ACUTE MENTAL HEALTH CRISIS PROCEDURE

If a pupil presents with acute risk including suicidal ideation, suicide attempt, serious self-harm, psychosis or severe mental health deterioration, the following procedures must be followed immediately:

- Pupil must not be left alone.
- Designated Safeguarding Lead (DSL) informed immediately.
- First aid or mental health first aid administered where appropriate.
- Parents/carers contacted unless doing so increases safeguarding risk.
- If immediate danger is present, call 999.
- If urgent but not life-threatening, contact NHS 111 and request the mental health crisis team.
- If required, pupil taken to A&E (Royal Cornwall Hospital).
- All actions recorded on safeguarding system.
- Reintegration meeting held upon return to school.
- Risk assessment reviewed and support plan agreed.

SIGNPOSTING AND EXTERNAL SUPPORT

- Child and Adolescent Mental Health Services (CAMHS)
- NHS 111 – Cornwall Mental Health Crisis Team
- Samaritans – 116 123
- Young Minds
- Kooth Online Support
- Cornwall Early Help Hub
- [Roseland Primaries SEND, Neurodiversity and Mental Health Hub](#)

Appendix 1 – Mental Health & Wellbeing Overview Poster

The following poster forms part of this policy and outlines the tiered model for parents and carers.

TREGONY SCHOOL

SUPPORTING CHILDREN'S MENTAL HEALTH & WELLBEING

'Children learn best when they feel safe, understood and supported'



Mrs Kate Mitchell
Executive Headteacher
Safeguarding and PSHE Leader



Mrs Laura Read
Assistant Headteacher
SEND/CO and Mental Health Leader



Mrs Lyn Grayston
Trauma Informed Practitioner
Emotional Literacy Support Assistant (ELSA)



Mr Jon Evison
NHS Education
Mental Health Practitioner

Universal Support



- Calm, predictable classrooms and behaviour routines
 - A Teaching Model that breaks learning chunks
 - Jigsaw PSHE programme
- Staff trained in Emotion Coaching and restorative practices
 - Mental Health Awareness Weeks
- Staff qualified in Penhaligon's Friends bereavement training
 - NSPCC and Barnardos Workshops
 - Enhanced transition to KS3

• Signposting to parents: via [School's Mental Health Hub](#) E.g. Kooth, Quell and ChatHealth

Targeted Support

- Check-ins with trusted adults
- ELSA (Mrs Grayston)
- Neurodevelopmental Profiling Pathway
- Graduated response to Social, Emotional and Mental Health
- Neurodevelopmental Profiling Pathway
- Use of sensory breaks and breakout spaces
- Small group or whole class workshops with NHS Mental Health Practitioner



Specialist Support



- NHS Education Mental Health Practitioner - Jon Evison
 - Early Help Hub
 - Early Intervention Inclusion Team (EIT)
 - CAMHS
 - Education Welfare Officer (Attendance)
- Local Authority Advisory Teams, E.g. Autism in Schools

Notice → **Assess** → **Adjust** → **Target** → **Refer** → **Review**

Working Together

- Emotional wellbeing and academic success are linked
- Early support prevents escalation
- Clear boundaries and warm relationships protect children

If you are worried about your child's wellbeing, please speak to your child's class teacher. Alternatively, contact Mrs Mitchell: head@tregonyschool.co.uk or Mrs Read: lread@tregonyschool.co.uk

Visit our [SEND and Wellbeing Hub](#) for more information, signposting and guidance

Approval and Signatures

Executive Headteacher (Mrs Kate Mitchell): _____ Date: _____

Senior Mental Health Lead (Laura Read) _____ Date: _____

Chair of Local Monitoring Committee (Janine Tringham): _____ Date: _____

Chair of Trustees (Lisa Michele): _____ Date: _____