



Callington Community
College

Mental Health and Emotional Wellbeing Policy

October 2026

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Originator: E Davis		

Callington Community College

Mental Health and Emotional Wellbeing Policy

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1.0 Policy statement

At Callington Community College, we are committed to promoting positive mental health and emotional wellbeing for all students, staff, governors and members of our wider school community. We recognise that good mental health is fundamental to learning, achievement, resilience, relationships and personal development.

We aim to foster a safe, supportive and inclusive environment in which everyone is valued, respected and encouraged to seek support when needed. The College adopts a whole-school approach to mental health and wellbeing, recognising that prevention, early identification and timely intervention can significantly improve outcomes for children and young people.

Mental health is everyone's responsibility and is embedded within our culture, curriculum, pastoral systems and safeguarding arrangements.

The College recognises that mental health and wellbeing are closely linked to safeguarding, attendance, behaviour, inclusion and educational outcomes. Mental health promotion therefore forms an integral part of our whole-school approach and supports the College's vision, values and strategic priorities.

2.0 Scope

This policy is a guide to all staff – including non-teaching and governors – outlining the College's approach to promoting mental health and emotional wellbeing. This policy is additionally supported and enhanced by our behaviour policy which endorses positive relationships and the use of a warm-strict approach to behaviour management. This policy should also be read in conjunction with our safeguarding policy.

3.0 Policy Aims

The aims of this policy are to:

- Promote positive mental health and emotional wellbeing across the College community.
- Develop a school culture that reduces stigma and encourages help-seeking.
- Support students to develop resilience, confidence, self-esteem and coping strategies.
- Enable the early identification of emerging mental health needs.
- Ensure timely and appropriate support is available.
- Clarify roles and responsibilities for mental health provision.
- Support the wellbeing of staff and students.
- Strengthen partnerships with parents, carers and external agencies.
- Ensure mental health provision complements the College's safeguarding duties.

4.0 Definitions

Mental health is a state of wellbeing in which an individual can realise their abilities, cope with the normal stresses of life, learn effectively, work productively and contribute to their community.

Mental wellbeing exists on a continuum and can fluctuate over time. Everyone has mental health, just as everyone has physical health.

Some children and young people may experience emotional difficulties or mental health conditions that require additional support and intervention.

5.0 Whole School Approach

The College promotes mental health and wellbeing through:

- A positive and inclusive school culture.
- Strong pastoral support systems.
- High-quality PSHE and RSHE provision.
- Safeguarding and early help processes.
- Anti-bullying work.
- Student voice opportunities.
- Character development and enrichment activities.
- Positive relationships between staff and students.
- Attendance support and intervention.
- Promotion of healthy lifestyles, sleep, exercise and balanced use of technology.
- Mental health awareness campaigns and events.

Mental health and wellbeing considerations are embedded within relevant policies, procedures and decision-making processes across the College.

6.0 Senior Mental Health Lead

The College Senior Mental Health Lead is **Mr Ed Davis**.

The Senior Mental Health Lead is responsible for providing strategic leadership of mental health and wellbeing across the College.

Key responsibilities include:

- Leading the whole-school approach to mental health and wellbeing.
- Developing, implementing and reviewing this policy.
- Coordinating mental health support and interventions.
- Working alongside safeguarding, SEND and pastoral teams.
- Supporting staff training and professional development.
- Liaising with external agencies and specialist services.
- Monitoring provision and evaluating impact.
- Reporting to senior leaders and governors regarding the effectiveness of mental health and wellbeing provision.

7.0 Responsibilities

Senior Leadership Team

The Senior Leadership Team will:

- Promote a culture that values wellbeing.
- Ensure effective mental health provision is available.
- Allocate appropriate resources.
- Monitor the effectiveness of mental health support systems.

Governors

Governors will:

- Support the strategic development of mental health provision.
- Monitor the implementation of this policy.
- Receive appropriate information regarding the effectiveness of mental health and wellbeing provision.
- Provide challenge and support to ensure the College fulfils its responsibilities.

Designated Safeguarding Team

Mental health and wellbeing support forms part of the College's safeguarding arrangements.

Designated Safeguarding Lead (DSL)

Miss Parker

Safeguarding

- **Mrs Merritt (DDSL)**
- **Mrs. Inger (DT)**
- **Mr Davis (Senior Mental Health Lead)**
- **Ms Helgesen**
- **Miss Mitchell**

The safeguarding team works closely with the Senior Mental Health Lead, pastoral staff, SEND staff, parents/carers and external agencies to ensure students receive timely and appropriate support.

All Staff

All staff have a responsibility to:

- Promote positive mental health.
- Recognise potential warning signs.
- Listen to concerns appropriately.

- Follow safeguarding procedures.
- Report concerns promptly.
- Maintain professional boundaries and confidentiality.

Students

Students are encouraged to:

- Look after their own wellbeing.
- Treat others with respect.
- Seek support when required.
- Report concerns for themselves or others.

Parents and Carers

Parents and carers are encouraged to:

- Work in partnership with the College.
- Share relevant concerns promptly.
- Engage with support offered by the College and external agencies.

8.0 Identifying Mental Health Needs

Staff may become concerned about a student's wellbeing through:

- Changes in behaviour.
- Deterioration in academic performance.
- Changes in attendance patterns.
- Difficulties with friendships or relationships.
- Increased emotional distress.
- Physical symptoms with no obvious medical explanation.
- Risk-taking behaviours.
- Safeguarding concerns.
- Changes in appearance or self-care.
- Social withdrawal.
- Persistent low mood or anxiety.

No single sign should automatically be interpreted as a mental health difficulty; however, patterns and changes should be carefully monitored.

Any concerns should be recorded and shared using College safeguarding and pastoral procedures.

9.0 Vulnerable Groups

The College recognises that some groups of students may be at greater risk of experiencing mental health difficulties.

Additional consideration may be required for:

- Children in Care.
- Previously Looked After Children.
- Young Carers.
- Students with SEND.
- Neurodivergent students, including those with autism and ADHD.
- Students eligible for Pupil Premium.
- Students experiencing bereavement.
- Students affected by domestic abuse.
- LGBTQ+ students.
- Students experiencing persistent absence or emotionally based school avoidance.
- Students with safeguarding concerns.

Support will be tailored according to individual need.

10.0 Attendance and Mental Health

The College recognises the strong relationship between mental health and school attendance.

Where emotional wellbeing is impacting attendance, the College will work collaboratively with students, families and relevant agencies to identify barriers and implement appropriate support.

Attendance concerns may indicate emerging mental health difficulties and should be considered alongside wider pastoral information.

11.0 Self-Harm and Suicide Concerns

Any concern regarding self-harm, suicidal thoughts, suicidal intent or significant emotional distress will be treated as a safeguarding concern.

Staff should:

- Remain calm and listen carefully.
- Avoid making promises of confidentiality.
- Reassure the student that support is available.
- Record concerns accurately and promptly.
- Report concerns immediately through safeguarding procedures.

Where there is an immediate risk of harm, emergency services and/or appropriate crisis services will be contacted in accordance with safeguarding procedures.

12.0 Online Safety and Digital Wellbeing

The College recognises the impact that technology and online activity can have on mental health and wellbeing.

Potential risks include:

- Cyberbullying.
- Harmful online content.
- Online exploitation.
- Social media pressures.
- Excessive screen use.
- Exposure to inappropriate content.

Through the curriculum and wider pastoral provision, students will be supported to use technology safely, responsibly and in ways that promote positive wellbeing.

13.0 Support Available

Students may access support through several levels of provision.

Universal Support

Students can seek support from:

- Form Tutors
- Subject Teachers
- Heads of Year
- Pastoral Team
- Student Services
- Safeguarding Team
- **Mr Ed Davis, Senior Mental Health Lead**
- PSHE and RSHE curriculum provision

The College promotes wellbeing through positive relationships, enrichment opportunities, personal development activities and awareness campaigns.

Targeted Support

Where additional support is required, students may receive:

- Pastoral mentoring
- Emotional wellbeing interventions
- Attendance support
- SEND support
- Early Help support
- Safeguarding interventions
- Individual support plans

Support is tailored according to individual need and reviewed regularly.

Counselling and Therapeutic Support

The College works with specialist providers to support students experiencing emotional or mental health difficulties.

These may include:

- **Place2Be**
- **Tic Tac**
- Mental Health Support Team interventions
- Emotional Logic
- Other commissioned counselling or therapeutic services where appropriate

Access to these services will be considered based on individual need and service availability.

External Agencies

Where specialist intervention is required, the College may work in partnership with:

- **Child and Adolescent Mental Health Services (CAMHS)**
- **Cornwall and Isles of Scilly Mental Health Support Team (MHST)**
- **Cornwall Council Early Help Hub**
- **Educational Psychology Service**
- GP Services
- School Nursing Service
- Children's Social Care
- NHS Mental Health Services
- Voluntary and community sector organisations

The College recognises the importance of partnership working and will engage external agencies where appropriate to ensure students receive the right support at the right time.

14.0 Parents and Carers

Parents and carers play a vital role in supporting young people's emotional wellbeing and mental health.

Parents who have concerns regarding their child's wellbeing are encouraged to contact:

- Form Tutor
- Head of Year
- Student Services
- Safeguarding Team
- **Mr Ed Davis, Senior Mental Health Lead**

The College will work collaboratively with families to identify concerns early and provide appropriate support.

15.0 Staff Wellbeing

The College recognises that staff wellbeing is essential to the success of the school community.

The College is committed to:

- Promoting a supportive working environment.
- Encouraging work-life balance.
- Providing access to wellbeing support services.
- Supporting staff following critical incidents.
- Promoting psychological safety and professional respect.
- Ensuring appropriate wellbeing resources are available.

Staff requiring support are encouraged to speak with their line manager or utilise the employee wellbeing support available through the College.

16.0 Recording and Confidentiality

Mental health concerns should be recorded in accordance with safeguarding procedures.

Information will be shared on a need-to-know basis, balancing confidentiality with the need to protect students and staff from harm.

Where there are safeguarding concerns, confidentiality cannot be guaranteed and appropriate information sharing will take place.

17.0 Monitoring and Evaluation

The effectiveness of this policy and associated provision will be monitored through:

- Student voice activities.
- Parent and carer feedback.
- Staff wellbeing surveys.
- Attendance data.
- Behaviour and suspension data.
- Safeguarding information.
- Intervention outcomes.
- Feedback from external agencies.

Findings will inform future planning and ongoing development of provision.

18.0 Related Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Attendance Policy
- SEND Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- RSHE Policy
- Staff Wellbeing Policy
- Medical Needs Policy
- Equality and Diversity Policy

19.0 Related Policies

This policy should be read alongside:

- Child Protection and Safeguarding Policy
- Attendance Policy
- SEND Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- RSHE Policy
- Staff Wellbeing Policy
- Medical Needs Policy
- Equality and Diversity Policy

20.0 Key Contacts

Senior Mental Health Lead

Mr Ed Davis

Designated Safeguarding Lead

Miss Parker

Safeguarding Team

- **Mrs Merritt**
- **Mr Davis**
- **Mrs. Inger**
- **Mrs Helgesen**
- **Miss Mitchell**

Internal Support Services

- Student Services
- Pastoral Team
- SEND Team
- Safeguarding Team

External Support Services

- **Place2Be**
- **Tic Tac**
- **CAMHS**
- **Cornwall and Isles of Scilly MHST**
- GP Services
- NHS 111 Mental Health Support
- Emergency Services (999)

Staffing and service details are reviewed annually and may be updated outside of the policy review cycle where personnel or commissioned services change.

21.0 [Review Arrangements](#)

Policy Lead: Mr Ed Davis, Senior Mental Health Lead

Review Cycle: Two years

This policy will be reviewed every two years or sooner if legislative changes, local circumstances, local safeguarding guidance, or College priorities require amendment.