



Tudhoe Learning Trust

Pupil Wellbeing Policy

Policy, Procedure and Guidance

Approved by:	Trust Chief Executive Officer	Date: September 2025
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Introduction

Tudhoe Learning Trust strives to ensure our pupils achieve their full potential and develop the skills and knowledge required for an ever-changing world. It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning, as well as their physical and social health and their mental wellbeing in adulthood.

It is estimated that 1 in 4 children and young people will be affected by mental health each year with 1 in 10 children in the UK aged between 5 years and 16 years having a diagnosable health condition. The Trust aims to support pupils in being resilient and mentally healthy by promoting positive mental health for all pupils. We aim to recognise and respond to mental ill health.

In this Trust, pupil health and emotional well-being is an integral part of the whole school approach to mental health and wellbeing. Therefore, Trust Schools will aim to support and teach skills to pupils and staff in line with the 8 key principles identified in 'Promoting Children and Young People's Emotional Health and Wellbeing (2015)' to increase their awareness of emotional health and wellbeing.

Children and young people spend a large proportion of their time in the school environment; school is not only the focal point of children's academic development but also their social and emotional development.

The Department of Education DfE recognises that the whole school approach will help pupils succeed, as the approach supports them to become resilient and mentally healthy. Moreover, such an approach moves beyond learning and teaching to include all aspects of school life which has been found to be affective in improving long term outcomes for children and young people.

We recognise as a Trust that by developing and implementing practical, relevant and effective mental health procedures we can promote a safe and stable environment for all pupils affected both directly, and indirectly by mental ill health.

This policy describes the Trust's approach to promoting positive mental health and wellbeing and is intended as guidance for all employees, governors and directors. This policy should be read in conjunction with our First Aid Policy, the SEND Policy where a pupil has an identified educational need and the safeguarding policy in relation to prompt action and wider concerns of vulnerability.

In applying this policy, the Trust will not unlawfully discriminate in respect of any of the protected characteristics as defined under the Equality Act and specified below:

- Age
- Disability
- Gender reassignment
- Pregnancy and Maternity
- Race
- Religion or Belief
- Sex
- Sexual Orientation
- Marriage and civil partnership

The policy is applicable to all Trust Schools.

The 8 key principles to promote emotional health and wellbeing in schools.

- 1 Leadership and Management in Trust schools that supports and champions efforts to promote emotional health and wellbeing.
- 2 An ethos and environment that promotes respect and values diversity.
- 3 Curriculum, teaching and learning to promote resilience and support social and emotional learning.
- 4 Enable pupil voice to influence decisions.
- 5 Staff development to support their own wellbeing and that of others.
- 6 Identify need and monitoring impact of interventions.
- 7 Working with parents and carers.
- 8 Target support and appropriate intervention.

The 8 identified principles will underpin the approaches used to support the development and integration of wellbeing strategies within all Trust schools.

The policy and curriculum delivery will be tailored to promote the key aspects of improving mental health illness and wellbeing. It will focus on creating a socially, emotionally and physically rich environment where key relationships can thrive, and children can feel secure in their learning.

School based programmes which are linked to the curriculum will promote the pupil voice through developing independence and choice making decisions. Staff will have access to training and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim of creating solidarity. Clear identification, impact and outcomes will be measured and will be fed into school programmes and targeted interventions that will be offered to pupils.

All school staff have a responsibility to promote the mental health and emotional wellbeing of pupils. Staff within schools that have specific responsibility typically include:

- The Head Teacher
- Designated Safeguarding Officers
- SENDCO
- First Aider for Mental Health/Health Advocate

Identification

Trust staff will work together with families and provide a holistic and multi-agency approach that is identified in pupils individual support plans.

An open-door policy to school leadership is always made available if parents/carers need to speak about any issues of concern and each school within the Trust has a nominated Health Advocate who is Mental Health First Aid trained.

On-going observation of pupils as part of safeguarding procedures will take place to allow for identifying any changes in behaviour, attention and presentation as well as mutual communication about personal health and emotional wellbeing if deemed necessary.

Any member of staff that is concerned about the mental health or wellbeing of a pupil should speak to the SENDCO in the first instance. If there is a concern that the pupil is in danger of immediate harm, then usual safeguarding procedures will be followed with an immediate referral to the designated safeguarding officer or the Head Teacher. If the pupil presents with a medical emergency, then usual procedures for medical emergencies will be followed, including alerting the first aid staff and contacting the emergency services if necessary.

Where a referral to Children and Adolescent Mental Health Services (CAMHS) is appropriate, this will be led and managed by the school SENDCO. A support plan will be developed involving the pupil, parents and relevant health professionals and formally recorded and will include:

- The individual concerns
- Special requirements and precautions
- Any medication and side effects
- What to do, and who to contact in an emergency
- The role school can play in relation to staff development and implementing support

Pupil wellbeing support and interventions

Trust schools adopt a whole school approach to wellbeing and each school has a leadership team and a governing body that is committed to providing all pupils with support in relation to emotional wellbeing.

Trust schools will ensure that pupil wellbeing underpins the focus of their wider curriculum and implement this in their teaching and learning approaches.

Pupils identified as requiring support will receive appropriate bespoke wellbeing intervention packages delivered by trained staff such as 1:1 sessions, Listening Matters, Worry Boxes, Relaxed Kids and other personalised differentiated learning opportunities.

Virtual school heads in the local authority will be made aware of information about all looked after children's physical, emotional or mental health that may have an impact on their learning and educational progress, this will be indicated in their Personal Educational Plan (PEP) and the school policy will be shared with the virtual school head and linked to statutory guidance.

School leaders are accessible to all parents/carers and operate an open-door policy. Each trust school has a nominated Health Advocate that has been trained in First Aid for Mental Health. Staff may approach their Health Advocate to discuss any concerns they may have in relation to the health and wellbeing of pupils, and this will be referred to the appropriate person.

School leaders will ensure effective communication of wellbeing support in assemblies and information shared with pupils within lessons.

The Trust will monitor and evaluate pupil wellbeing on an on-going basis.

In addition to this, the Trust has developed a wellness tool for personal review and reflection which can be used at any time to monitor pupil wellbeing. This can support wellness and mental wellbeing by helping staff to open dialogue with pupils, to understand their needs and experiences and ultimately better support wellbeing and mental health. A generic wellness tool can be found at Appendix 1. However, schools may wish to develop their own.

Procedure for concerns in relation to mental health

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

Staff will listen rather than advise and alert the appropriate person in school so that action may be considered. First thoughts will be of the pupils' emotional and physical safety rather than exploring 'Why?', they will gently probe and listen. They may also refer pupil to emergency services where necessary.

All disclosures should be recorded and held on the pupil's confidential file. The record should include:

- Date
- Name of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

Disclosures will be treated in the strictest of confidence. However, if it is necessary for us to pass on concerns about a pupil this will be explained to the pupil in terms of who we are going to talk to, what we are going to tell them and why.

Working with parents and carers

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. To support parents and carers we will:

- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents and carers are aware of who they can talk to, and how to get the support they need if they have concerns about their own child or a friend of their child.
- Make our policies easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children through our regular review meetings.
- Keep parents informed about the mental health topics their children are learning about in the Personal Social Health and Economic curriculum (PHSE) and share ideas for extending and exploring this learning at home.

Staff training

As a minimum, all staff will receive regular training about recognising and responding to mental health concerns as part of their regular child protection training to enable them to keep pupils safe.

Advice can also be sought from staff in Trust schools who have specific responsibilities in this respect:

- The Head Teacher
- Designated Safeguarding Officers
- SENDCO
- First Aider for Mental Health/Health Advocate

Further information

Further information and sources of support can be found at Appendix 2 of this document. If you require further advice of information relating to this policy, please contact Trust HR on 01388 811765 or office@tudhoelearningtrust.co.uk



Wellness Tool

This wellness tool can help support wellbeing and is useful for getting a basic picture of how pupils feel. Please indicate in the box below to show how you feel about the following statements and comment as appropriate.

Statements				
I am happy	Always	Often	Sometimes	Never
I am sad	Always	Often	Sometimes	Never
I am angry	Always	Often	Sometimes	Never
Things that make me happy				
Things that make me sad				
Things that make me angry				

Please complete questions 1, 2, 3, 4 & 5 if you feel this will help.

1. What do you like about our school?
2. How can we make school better?
3. Is there anything you would change about your classroom to make it better for learning?
4. What do we do best at school?
5. How can we make our school better?

Thank you for taking the time to respond to this tool and for helping yourself and others.

Pupil Name:		Date:	
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Further information and sources of support

Prevalence of Mental Health and Emotional Wellbeing Concerns

- 1 in 10 children and young people aged 5-16 have a diagnosable mental health concern, that is around 3 in every class
- Almost 8,000 children under 10 years have severe depression
- 3.3% of children and young people have an anxiety disorder
- 72% of children in care have behavioural or emotional problems
- Between 1 in every 12 and 1 in 15 children and young people deliberately self-harm
- $\frac{1}{2}$ of all mental health problems are established at the age of 14
- $\frac{3}{4}$ of all mental health problems are established by the age of 24

Early Warning Signs of a Mental Health Problem

- Losing interest in activities and hobbies previously enjoyed
- Under-performance at work with no apparent explanation
- Increased anxiety levels, feeling exhausted or restless
- Isolating yourself and not wanting to socialise with friends and family
- Changes in appetite such as skipping meals or over-eating/bingeing
- Changes in perception such as hearing or seeing things that others don't
- Self-harming behaviour. Signs of cuts or bruising to uncommon areas of the body
- Reduced or increased sex drive (depending upon the mental health concern)

Sources of support

Whether you are concerned about yourself, a friend or a loved one, these helplines and support groups can offer expert advice.

MENTAL HEALTH HELPLINES

Anxiety UK

Charity providing support if you've been diagnosed with an anxiety condition.

Phone: 03444 775774 (Mon-Fri 9.30am to 5.30pm)

Website: www.anxietyuk.org.uk

Bipolar UK

A Charity helping people living with manic depression or bipolar disorder.

Website: www.bipolaruk.org.uk

CALM

CALM is the campaign against living miserably, for men aged 15 to 35.

Phone: 0800 58 5858 (daily: 5pm to midnight)

Website: www.thecalmzone.net

Childline

Online, on the phone, anytime.

Phone: 08001111 (24hour service)

Website: www.childline.org.uk

Men's Health Forum

24/7 stress support for men by text, chat and email.

Website: www.menshealthforum.org.uk

Mental Health Foundation

Provides information and support for anyone with mental health problems or learning disabilities.

Website: www.mentalhealth.org.uk

Mind

Promotes the views and needs of people with mental health problems.

Phone: 0300 123 3393

Website: www.mind.org.uk

No Panic

Voluntary charity offering support for sufferers of panic attacks and obsessive-compulsive disorder (OCD). Offers a course to overcome your phobia/OCD. Includes a helpline.

Phone: 0844 9674848 (daily, 10am to 10pm)

Website: www.nopanic.org.uk

OCD Action

Support for people with OCD. Includes information on treatment and online resources.

Phone: 0845 390 6232 (Mon to Fri, 9.30am to 5pm)

Website: www.ocdaction.org.uk

OCD UK

A charity run by people with OCD, for people with OCD, includes facts, news and treatments.

Phone: 0845 120 3778 (Mon to Fri, 9am to 5 pm)

Website: www.ocduk.org

PAPYRUS

Young suicide prevention society.

Phone: HOPELine UK 0800 068 4141 (Mon to Fri, 10am to 5pm and 7pm to 10pm. Weekends 2pm to 5pm).

Website: www.payrus-uk.org

Rethink Mental Illness

Support and advice for people living with mental illness.

Phone: 0800 5000 927 (Mon to Fri, 9.30am to 4pm)

Website: www.rethink.org

Samaritans

Confidential support for people experiencing feelings of distress or despair.

Phone: 116 123 (free 24hr helpline)

Website: www.samaritans.org.uk

SANE

Emotional support, information and guidance for people affected by mental illness, their families and carers.

SANEline: 0300 304 7000 (daily 4.30pm to 10.30pm)

Textcare: comfort and care via text message, sent when the person needs it most:

<http://www.sane.org.uk/textcare>

Peer support forum: www.sane.org.uk/supportforum

Website: www.sane.org.uk/support

Young Minds

Information on child and adolescent mental health. Services for parents and professionals.

Phone: Parent's helpline 0808 802 5544 (Mon to Fri, 9.30am to 4pm)

Website: www.youngminds.org.uk

ABUSE HELPLINES (CHILD, SEXUAL, DOMESTIC VIOLENCE)

NSPCC

Children's charity dedicated to ending child abuse and child cruelty.

Phone: 0800 1111 for Childline for Children (24-hr helpline)

0800 800 5000 for adults concerned about a child (24-hr helpline)

Website: www.nspcc.org.uk

Refuge

Advice on dealing with domestic violence.

Phone: 0808 2000 247 (24hr helpline)

Website: www.refuge.org.uk

ADDICTION HELPLINES (DRUGS, ALCOHOL AND GAMBLING)

Alcoholics Anonymous

Phone: 0845 769 7555 (24hr helpline)

Website: www.alcoholics-anonymous.org.uk

Gamblers Anonymous

Website: www.gamblersanonymous.org.uk

Narcotics Anonymous

Phone: 0300 999 1212 (daily 10am to midnight)

Website: www.ukna.org

ALZHEIMERS

Alzheimer's Society

Provides information on dementia, including factsheets and helplines.

Phone: 0300 222 1122 (Mon to Fri, 9a, to 5pm, Weekends, 10am to 4pm)

Website: www.alzheimers.org.uk

BEREAVEMENT

Cruse Bereavement Care

Phone: 0844 477 9400 (Mon to Fri, 9am to 5pm)

Website: www.cruisebereavementcare.org.uk

CRIME VICTIMS

Rape Crisis

To find your local services phone: 0808 802 9999 (daily, 12 to 2.30pm, 7pm to 9.30 pm)

Website: www.rapecrisis.org.uk

Victim Support

Phone: 0808 168 9111 (24hr helpline)

Website: www.victimsupport.org

EATING DISORDERS

Beat

Phone: 0808 801 0677 (adults) or 0808 801 0711 (for under-18s)

Website: www.b-eat.co.uk

LEARNING DISABILITIES

Mencap

Charity working with people with a learning disability, their families and carers.

Phone: 0808 808 1111 (Mon to Fri, 9am, to 5pm)

Website: www.mencap.org.uk

PARENTING

Family Lives

Advice on all aspects of parenting including dealing with bullying.

Phone: 0808 800 2222 (Mon to Fri, 9am to 9pm, Sat to Sun, 10am to 3pm)

Website: www.familylives.org.uk

RELATIONSHIPS

Relate

The UK's largest provider of relationship support.

Website: www.relate.org.uk

MANAGING WORKPLACE STRESS AND MENTAL HEALTH ISSUES

HSE

Website: www.hse.gov.uk/stress/mental-health