Children's Emotional Health and Wellbeing Policy

October 2025

CAPTAIN WEBB PRIMARY SCHOOL

Safeguarding

Written by: L Sanderson
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Introduction

This policy was written in consultation with staff, pupils/students, parents and professionals involved in mental health and wellbeing in Telford and Wrekin.
When we talk about the mental health of our children/young people, we use the definition by the World Health Organisation.

> *Mental health is a state of well-being in which every individual realises his or her own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to her or his community. (World Health Organisation)*

Policy statement

At Captain Webb Primary School, we are committed to supporting the emotional health and wellbeing of our pupils/students and staff. Our supportive and caring ethos is part of our culture and we believe that supporting emotional health and wellbeing is the responsibility of every adult working in school.

At Captain Webb Primary School we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional support with their emotional wellbeing and mental health. We take the view that positive mental health is everybody's business and that we all have a role to play.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health provision, policies and procedures we can promote a safe and stable environment for children/young people affected both directly, and indirectly by mental ill health.

At Captain Webb Primary School we:

- teach and support children/young people's understanding of their emotions and feelings as we grow and change.
- ensure children/young people feel comfortable about sharing concerns or worries about their emotional wellbeing and mental health.
- teach children/young people that it is okay not to be okay.
- educate children/young people about healthy relationships and support them to form and maintain relationships appropriate for their age and stage in life.
- promote the importance of good self-esteem and ensure children know that they have equal value to anyone else.
- encourage children to be confident in themselves and have a sense of pride in being who they are.

- support and develop children to develop emotional resilience and to manage setbacks in their lives.

We promote a positive mental health culture by:

- Taking openly about our emotions and mental health, so that we can begin to remove the stigma associated with it.
- Modelling healthy relationships with colleagues and actively listening to children/young people so they know that they will be supported if requested.
- Promoting our school values and ethos and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making and democracy.
- Celebrating academic and non-academic achievements in life.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others, including participating in school parliaments, student voice forums and children/young people safeguarding boards.
- Providing opportunities to reflect on the choices they make and the consequences of these.
- Supporting children/young people to access the right support at the right time.

We pursue our aims through:

- A universal, whole school approach to supporting the emotional health and wellbeing of all children/young people. This includes a taught curriculum for all about mental health, through the statutory health education curriculum.
- Supporting children/young people to ask for help when dealing with a mental health issue and to see this as a sign of strength.
- Teaching through health education the need to live a healthy lifestyle to keep our minds balanced.
- Spreading awareness about mental health to reduce stigma.
- Offering additional high quality in school support for pupils who are experiencing issues in their own lives that affect their wellbeing, including bereavement.
- Ensuring access to specialised, targeted approaches aimed at pupils with more complex or long-term mental health needs.

Scope of this policy
In cases where children/young people mental health needs overlap with other policies, this policy should be read in conjunction with our:

Safeguarding and Child Protection Policy
Administration of Medication Policy
Personal Development and Behaviour Policy
SEND and inclusion policy
PSHE curriculum
Suicide Policy
Peer on Peer Abuse Policy

Emotional Health and Wellbeing lead members of staff

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

- Designated child protection / safeguarding leads
  Sarah Passey
  Gemma Boden
  Jenny Wheatley
  Claire Watkins
  Nicola Weston
  Fran Tranter (OOH's)

- Mental Health and Emotional wellbeing lead
  Gemma Boden

The skills, knowledge and understanding needed by our children/young people to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons is determined by the needs of the pupils within the year group and school. The teaching about mental health and emotional wellbeing is linked directly to the statutory guidance for Health Education (September 2020).

Raising concerns about mental ill health

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to a mental health lead in the first instance. If there is a concern that the pupil is in danger of immediate harm, then the normal child protection/safeguarding procedures should be followed with an immediate referral to the designated safeguarding lead or the Headteacher. If the pupil presents a medical emergency, then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary.

The referral route for BEE-U (Child and Adolescent Mental Health Service) is via a GP or the Emotional Health and Wellbeing Panel. This is held on the first Wednesday of every month. Cases are brought to the panel to discuss concerns relating to a child/young person's mental health. The panel has representatives from Education Psychology Service, Behaviour Support Advisory Team, Designated Emotional Health and Wellbeing School Nurse and Health Visitor, BEE-U, BEAM and Headteachers. The panel offers a range of strategies to support the child/young person's mental health. This may also include a referral into the BEE-U service recommended by BEE-U. Lead for the panel is Andy Cooke.

Targeted support

At Captain Webb Primary School we offer support through targeted approaches for individual pupils or groups of pupils which may include:

- Managing feelings resources e.g. 'worry boxes' and 'worry eaters'
- Emotion Coaching

- Developing wellbeing and resilience
- Managing emotions resources such as 'the incredible 5 point scale'
- Group Work/Mental health and wellbeing groups, ELSA support groups.
- Therapeutic activities including art, Drawing and Talking, relaxation and mindfulness techniques.
- Therapeutic strategies including Cognitive Behaviour Therapy, Solution Focused Brief Therapy and Motivational Interviewing
- Social Stories
- Sleep Champion
- BEAM – Children's Society

The school will make use of resources to assess and track wellbeing as appropriate including:

- Strengths and Difficulties questionnaire - https://www.sdqinfo.org/
- The Boxall Profile – Nurture UK

Individual Health Care Plans

It is helpful to draw up an individual care plan for pupils causing concern or who receive a diagnosis pertaining to their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals. This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Medication and any side effects
- What to do, and who to contact in an emergency
- The role the school can play

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further appropriate support.

We will display relevant sources of support in communal areas such as entrance areas, staffrooms, across school displays, common rooms and toilets and will regularly highlight sources of support to children/young people within relevant parts of the curriculum.

Whenever we highlight sources of support, we will increase the chance of child/young person help-seeking by ensuring pupils understand:

- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Identifying needs and warning signs

When assessing children/young people's mental health we should take into account:

- Attendance
- Punctuality
- Relationships between peers
- Approaches to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstances
- Recent bereavement
- Health indicators

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / 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
- Children/young people making comments about wanting to die, wishing they were dead
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Refusal to take part in PE or getting changed secretively
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Managing disclosures

A child/young person may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.
If a child/young person chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.
Staff should listen, rather than advise and our first thoughts should be of the child/young person's emotional and physical safety rather than of exploring 'Why?'
All disclosures should be documented on CPOMS. This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation in the child's words as much as possible
- Who the information has been shared with

- Agreed next steps

This information should be shared with the mental health and designated safeguarding lead, who will store the record appropriately, contact Family Connect and/or other professional services if necessary, and offer support and advice about next steps.

Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a child/young person on then 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

We should never share information about a child/young person without first telling them. Ideally we would receive their consent, though there are certain situations when information must always be shared with another member of staff and/or a parent.

Disclosures should always be shared with the Designated Safeguarding Lead to safeguard the child/young person and the emotional wellbeing of the staff involved, as we are no longer solely responsible for the child/young person, it ensures continuity of care in our absence and it provides an extra source of ideas and support. We should explain this to the child/young person and discuss with them who it would be most appropriate and helpful to share this information with. Parents must always be informed.

If a child/young person gives us reason to believe that there may be underlying child protection issues, parents should not be informed, but the Designated Safeguarding Lead or Deputy Designated Safeguarding Lead must be informed immediately, they will then seek advice form Family Connect.

Working with other agencies and partners

As part of our targeted provision Captain Webb Primary School works with other agencies to support children's emotional health and wellbeing including:

- Emotional Health and Wellbeing Public Health School Nurse
- Educational Psychology Services
- Behaviour Support Advisory Team – Darren Lennon
- Paediatricians – if the child is registered
- BEE-U (child and adolescent mental health service)
- Future in Mind Telford
- Counselling services
- Early Help and Support
- Social Care
- BEAM

Working with parents

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents, we should consider the following questions (on a case-by-case basis):

- Can the meeting happen face to face? This is preferable.
- Where should the meeting happen? At school, at their home or somewhere neutral?
- Who should be present? Consider parents, the child/young person, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We are accepting of this (within reason) and give the parent time to reflect.

It may be necessary to highlight further sources of information and signpost parents to where further information can be found. It is possible that parents will find it hard to take much in whilst coming to terms with the news about their child. Sharing sources of further support aimed specifically at parents can be helpful too e.g. parent helplines and forums.

We will always provide clear means of contacting the school with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. We aim to finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Working with all parents

Parents are often very welcoming of support and information from the school about supporting their child/young person's emotional and mental health. In order to support parents we will:

- Be open and honest about mental health and demonstrate a commitment to supporting all children/young people and their families.
- Highlight sources of information and support about common mental health issues on our school website.
- Ensure that all parents are aware of who to talk to, and how to access this support, if they have concerns about their own child or a friend of their child.
- Involve parents in events that raise awareness of mental health in children and young people.
- Make our mental health policy easily accessible to parents.
- Share ideas about how parents can support positive mental health in their children, through whole school events, information sessions and the school website.
- Keep parents informed about the mental health topics children/young people are learning about in PSHE and share ideas for extending and exploring this learning at home.

- Support parents with their own mental health needs by understanding what support is available locally.

Supporting peers

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

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend may see and therefore help by seeking support from trusted adults help

Additionally, we will want to 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 for school-based staff

All staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep children/young people safe. Mental health Leads attending Future in Mind Telford, receive three full days of CPD each year, along with the resources and slides to cascade their learning to staff and parents.

In addition schools can access additional support through the Education Psychology Service and behaviour Support Advisory Team. For further support, cases should be presented to the Emotional health and Wellbeing Panel.

Mental Health Leads who have attended Future in Mind Telford sessions will have access to the following resources:

Resources

A Toolbox of Wellbeing – strategies to use in the classroom to support at all stages and phases.
Understanding & Preventing Self-harm in Schools – Tina Rae & Jody Walshe

The Essential Guide to Cognitive Behaviour Therapy with Children & Young People – Tina Rae & Pandora Giles

Emotion Coaching – resource bank for parents, carers and professionals – Dr Tina Rae and Amy Such

The ASD Girls' Well Being Tool Kit: An Evidence-based intervention Promoting Mental, Physical and Emotional health – Tina Rae and Amy Such (2019) [Hinton Publishers]

Well Being Tool Kit for Mental Health Leads:
A Comprehensive training resource to support well being in education and care by Hinton House publishers

The Engagement Model Guidance from DfE, Jan 2020
The Engagement Model Guidance (DfE, January 2020) (PDF)

Respect Yourself – Relationships Education, Relationships and Sex Education and Health Education

Calm Kit – classroom based strategies for reducing anxiety and stress, based on hypnotherapy. Group sessions and interventions available from Clarissa Woodcock. Clarissa Woodcock B.Ed (Hons) M. Ed.

Cognitive Fitness - https://mycognition.com/

Keiron Sparrowhawk - keiron.sparrowhawk@mycognition.com

What survival looks like in school – understanding, identifying and supporting fight, flight, freeze and submit - www.innerworld.co.uk

Expect Respect – A preventative curriculum for teaching about Domestic Abuse – training in the autumn term.

RE-RSE-HE -
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

Social Stories
Examples of 'Social Stories' (PDF Copy)

Books Beyond Words:
https://booksbeyondwords.co.uk

Nurture UK:
https://www.nurtureuk.org
Bereavement Box / 60 Sensory Minutes
– https://www.nurtureuk.org/publications/practical-tools

Sleep Champion - training for staff, pupils and parents

Professional Based support

Sandra Williamson - Emotional Health and Wellbeing Public Health Nurse, School Nursing

BEAM The Children's Society - Gemma Holland - Clinical Lead - Shropshire, Telford & Wrekin Beam
Kooth – Angela Jones - angela.jones@xenzone.com
https://about.kooth.com/covid19-data/

The Belonging Strategy – Telford and Wrekin

Shropshire Wildlife Trust - 30 days wild to 365 days wild – wildlifetrusts.org - Bryony Carter, Natural Childhood Manager, Shropshire Wildlife Trust - 01743 284290 Mob: 07487587316 - bryonyc@shropshirewildlifetrust.org.uk

Web based

Podcasts with Professor Barry Carpenter – The Recovery Curriculum
www.recoverycurriuclum.org.uk

https://www.youtube.com/watch?v=IkAkGIQtDwE&feature=share
Coffee Time with Dr Tina Rae – These 1 hour sessions cover the following: Using tools from CBT with children and young people, anxiety, grief and loss, understanding and using mindfulness, positive psychology, understanding trauma, emotional literacy and emotion coaching, peer group supervision, self-esteem and growth,

https://www.google.com/search?q=Dr+Tina+Rae+U+tube&rlz=1C1GCEA_enGB860GB861&oq=Dr+Tina+Rae+U+tube&aqs=chrome..69i57.5754j0j1&sourceid=chrome&ie=UTF-8

Engagement for Learning - https://engagement4learning.com/ - The Engagement for Learning Framework is a resource for educators, including teachers, teaching assistants and therapists working in both mainstream and special education.

Public Health - Psychological First Aid (PFA) digital training module
CEOP Education Team ceopeducation@education.nca.gov.uk
Adverse Childhood Experiences - training linked to Adverse Childhood Experiences
https://www.acesonlinelearning.com/
NSPCC – www.nspcc.org.uk
Mental Health Foundation – mentalhealth.org.uk
Every Mind Matters - https://www.nhs.uk/oneyou/every-mind-matters/
Coram Life Education - cle@coram.org.uk
https://youngminds.org.uk/blog/what-to-do-if-you-re-anxious-about-coronavirus/
https://mentalhealth.org.uk/coronavirus/talking-to-children
https://kely.org/assets/docs/Resources/Information/Mental-Health/Coolminds_Staying-well-during-coronavirus-outbreak.pdf

https://www.mentallyhealthyschools.org.uk/media/1960/coronavirus-mental-health-and-wellbeing-resources.pdf
https://www.mind.org.uk/information-support/for-children-and-young-people/coronavirus/coronavirus-and-your-wellbeing/
https://www.place2be.org.uk/about-us/news-and-blogs/2020/march/coronavirus-advice-for-families-staying-at-home/
https://mentalhealth-uk.org/blog/how-to-have-an-open-conversation-with-young-people-about-coronavirus/
https://www.kooth.com/
https://www.childline.org.uk/
Thriving with Nature – joint work between the Mental Health Foundation and World Wildlife Trust
https://www.mentalhealth.org.uk/campaigns/thriving-with-nature?bblinkid=230928973&bbemailid=22797689&bbejrid=1555405942
Schools in Mind – Anna Freud - https://www.annafreud.org/what-we-do/schools-in-mind/
https://www.mentallyhealthyschools.org.uk/
https://youngminds.org.uk/media/1428/wise-up-prioritising-wellbeing-in-schools.pdf
https://www.place2be.org.uk/our-services/services-for-schools/mental-health-resources-for-schools/
https://www.mentalhealth.org.uk/campaigns/mental-health-schools-make-it-count
https://www.time-to-change.org.uk/get-involved/get-involved-schools/school-resources
https://www.naht.org.uk/news-and-opinion/news/pupil-support-and-safeguarding-news/youre-never-too-young-to-talk-mental-health-free-teaching-resources/
https://www.bbc.co.uk/teach/teach/childrens-mental-health-week-2019/zk37bdm
https://www.liverpoolcamhs.com/workforce-tools/mental-health-session-plans-resources-for-schools/
https://www.pshe-association.org.uk/curriculum-and-resources/resources/guidance-teaching-about-mental-health-and
https://www.royalfree.camden.sch.uk/page/?title=Teaching+about+Mental+Health&pid=43

Resources to support from the Wellbeing for Education Return Training

- AFNCCF (Anna Freud National Centre for Children and Families) View website Covid-19 Tool Kit View pdf
- Charlie Waller Trust View website
- Children's Society – 5 Ways to Wellbeing postcards View pdf
- DfE (Department for Education) View website
- Emerging Minds podcasts: View Charlie Waller Trust – Mental Health Training in Schools View website
- P2B (Place2Be) – Resilience and Wellbeing Lesson Plan (Primary School) View website
- Mentally Healthy Schools - Mentally Healthy Schools features over 500 quality-assured, curriculum-linked resources for primary schools, as well as those on staff wellbeing. You can sign up for curated monthly toolkits View website

- NASEN (National Association for Special Education Needs). Recovery, Re-introduction and Renewal: Safe And Successful Returns To School. A Handbook For Schools And Education Settings Following Critical Incidents. Whole School SEND. (Accessed August 2020) View website
- Every Mind Matters View website
- Mentally Healthy Schools View website
- MindEd Educational Hub View website
- NASEN (National Association for Special Education Needs) View website
- P2B (Place2Be) View website
- PHE (Public Health England) View website
- RSHE (Relationships and Sex Health Education) View website
- Rise Above for Schools View website
- Young Minds View website

WHO. PFA-Psychological first aid in emergencies training for frontline staff and volunteers: Press Release Gov.UK Future learn e-learning resource

- Barnardos - See, Hear, Respond View website
- British Psychological Society – Back to School View website
- Child Bereavement UK – School Projects for Remembering View website How Children Grieve View website Childrens Understanding of Death View website
- Childhood Bereavement Network View website Key Statistics View website Help Around a Death View website Growing in Grief Awareness View website
- Children's Society – 5 Ways to Wellbeing postcards View pdf
- Co Space Study: Supporting Parents, Adolescents and Children during Epidemics View website
- DfE Mental Health and Wellbeing in Schools View website
- DFE Statutory Guidance: Keeping children safe in education View website
- Grief Encounter View website
- Hope Again from Cruse Bereavement Care View website
- Healios - Think Ninja View website
- Kooth View website
- Local NHS Mental Health Crisis Support Lines View website
- NHS - Advice for parents, guardians and carers on how to help and support a child or young person with mental ill health, suicidal thoughts or self-harming behaviours View website

- NHS - Mental health urgent access support lines View website
- NHS – Top NHS doctor issues advice for children going back to school View website
- NHS - What to do if you're a young person and it's all getting too much View website
- NSPCC report: Isolated and Struggling View website
- Taking Part View website
- Trauma Informed Schools View website
- Winstons Wish View website
- Recovery and Renewal handbook View website
- RSHE training videos and snippets View website
- Whole School/College SEND View website

MindEd sessions

- MindEd Adverse Childhood Experiences View course
- Anxiety Disorders View session
- Building Confidence and Resilience View session
- Death and Loss (Including Pets) View session
- Depression View session
- Domestic Abuse View session
- Loss and Grief View session
- Sad Bored or Isolated (Low Mood and Depression) View session
- The Worried Child View session
- Victims Including Domestic Abuse View session