

Old Clee Primary Academy

'Inspired to Believe, Learning to Succeed'

Children's mental health and emotional wellbeing



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1. Policy statement

At the heart of our academy community lies a fundamental belief that the wellbeing and positive mental health of every child, member of staff, governor, and family is essential to creating a positive, nurturing, and successful learning environment.

We recognise that children thrive academically, socially, and emotionally when they feel safe, secure, valued, and supported. A strong sense of belonging enables children to develop confidence, resilience, and a love of learning, allowing them to reach their full potential. We are committed to promoting positive mental health and emotional wellbeing across our academy community and fostering an open culture where children's voices are listened to, valued, and respected.

Equally, we believe that staff who feel respected, appreciated, and supported are better equipped to foster positive relationships, provide high-quality teaching and care, and model the values that underpin a healthy academy culture. We recognise that supporting the wellbeing of our staff and governors is fundamental to sustaining a positive and caring environment for all.

We also acknowledge the vital role that families play in a child's development and wellbeing. When parents and carers feel welcomed, connected, and actively involved in academy life, strong partnerships are formed that enhance outcomes for children and strengthen the wider academy community.

Through effective policies, procedures, and pastoral support, we strive to create a safe, inclusive, and supportive environment for everyone. We recognise that mental health challenges can affect individuals both directly and indirectly, and we are committed to ensuring that all members of our academy community receive understanding, support, and appropriate guidance when needed.

Our approach is therefore guided by a simple yet powerful principle:

When children feel safe and supported, they learn more effectively. When staff feel valued and respected, they are better able to support others. When families feel connected and involved, the whole academy community becomes stronger.

This belief underpins all aspects of our wellbeing provision and informs our commitment to creating an inclusive, caring, and supportive environment in which every individual can flourish. By promoting positive mental health, encouraging open communication, and ensuring that every voice is heard, we aim to create an academy culture where everyone feels a sense of belonging, is supported to overcome challenges, and can achieve their full potential.

2. Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Old Clee Primary Academy approach to promoting mental health and emotional wellbeing.

It should be read in conjunction with other relevant Academy policies.

This policy should be read in conjunction with our Safeguarding and Anti Bullying policies. It should also be read with our medical policy in cases where a child's mental health overlaps with or is linked to a medical condition and the SEND policy where a pupil has an identified special educational need.

3. Aims

- **Promote positive mental health and emotional wellbeing in all staff and children.**
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health in children and adults
- Enable staff to understand how to support when working with people with mental health issues
- Provide the right support to children with mental health issues, and know where to signpost them and their parents/carers for specific support
- Provide the right support to adults with mental health issues, and know where to signpost them for specific support
- Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and children's welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around the academy

4. Key staff members

This policy aims to ensure all staff take responsibility to promote positive mental health of children and adults throughout the academy, however key members of staff have specific roles to play:

Mrs A Hazlewood-Collins – Behaviour and Welfare and Wellbeing Lead

Mrs K Patterson – Deputy Designated Safeguarding Lead

Mrs S Fawn – Deputy Head and Safeguarding Lead & Senior Mental Health Lead

Miss J Webster – ELSA trained Mental Health support

Mrs L Kinnaird – Assistant Head Teacher & Senior Mental Health Lead

Mrs J Maloney/Mrs K Hall – Personal Development Lead

- If a member of staff is concerned about the mental health or wellbeing of a child in the first instance they should speak to Mrs Hazlewood-Collins and/or Mrs Patterson and log this on CPOMS
- If there is a concern that the pupil is high risk or in danger of immediate harm, the academy's child protection procedures should be followed and Mrs Fawn, Mrs Patterson, Miss Richardson, Mrs Hazlewood-Collins or Mrs Kinnaird should be alerted immediately
- If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary

5. Teaching about mental health

The skills, knowledge and understanding our children need to keep themselves - and others - physically and mentally healthy and safe are included as part of our Personal Development curriculum and our SUPERB Citizen programme of work.

We follow the guidance issued by the [PSHE Association](#) which prepares us to teach about mental health and emotional health safely and sensitively.

Incorporating this into our Personal Development curriculum at all stages is a good opportunity to promote children's' wellbeing through the development of healthy coping strategies and an understanding of children's' own emotions as well as those of other people.

Additionally, we will use such lessons as a vehicle for providing pupils who do develop difficulties with strategies to keep themselves healthy and safe, as well as supporting pupils to support any of their friends who are facing challenges.

(See Section 14 for Supporting Peers and/or colleagues)

6. Signposting

We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services.

We do this via email with regards to any up-and-coming training or awareness opportunities, the academy monthly newsletter, Facebook and website. We will share and display relevant information about local and national support services and events through one or all of these medias.

The aim of this is to ensure parents, carers, staff and pupils understand:

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

7. Support in the academy and in the local community

Supporting in the academy – see pyramid of need for steps for support in the academy page 6

Local community support - In NE Lincs, there are a range of organisations and groups offering support, including groups of providers specialising in different areas to reduce the range of mental health issues through prevention, intervention, training and participation.

See Appendix 2 for comprehensive list of websites, apps and contacts which can be accessed by children and adults to help them manage their mental health and emotional wellbeing concerns.

Mental Health & Well Being Provision

OLD CLEE PRIMARY ACADEMY



Indicators that a child may need some additional help:

Changes in behaviour and/or attendance.
Change of circumstances (family, home, bereavement, financial).
Safeguarding concerns.
Special Educational Needs.
English as Additional Language.



8. Warning signs

Staff may become aware of warning signs which indicate a child is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert a key member of staff (See section 4).

Possible warning signs, which all staff should be aware of 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 – or enthusiasm in tone of voice
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – eg long sleeves in warm weather
- Secretive behaviour
- Skipping PE or getting changed secretly
- School avoidance – being tearful when coming into the academy, expressing significant anxiety about attendance or parents/carers reporting refusal to get ready for school in the morning
- Lateness to, or absence from the academy
- Repeated physical pain or nausea with no evident cause

9. Targeted support

We recognise some children are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to mental health services, those who have experienced a life changing event, those who have experienced the loss of a loved one, those who are finding it difficult to manage their time (work/life balance), those living with a mental illness and those living in households experiencing domestic violence.

As an academy we work closely with school nurses, Compass Go and Young Minds Matters in supporting the emotional and mental health needs of school-aged children and they are equipped to work at community, family and individual levels. **Their skills cover ‘identifying issues’ early, determining ‘potential risks’ and providing ‘early intervention’ to ‘prevent issues escalating’.**

We will ensure timely and effective identification of children who would benefit from targeted support and ensure an appropriate referral to support services by:

- Identifying the child via parent or child’s concern passed on, teacher concern, social, emotional and/or behavioural changes
- Providing specific help for those children most at risk (or already showing signs) of social, emotional and behavioural problems
- Working closely with our local services – Navigo and Compass Go – and other possible agencies services to follow various protocols including assessment and referral

- Identifying and assessing, in line with the **Early Help Assessment Tool (EHAT)**, children who are showing early signs of anxiety, emotional distress or behavioural difficulties. Where there are noticeable changes in a child's presentation staff will seek to explore any underlying factors that may be affecting the child, including circumstances at home or within the family, to ensure that the most appropriate support is identified and provided. Discussing options for tackling these problems with the child and their parents/carers.

Providing a range of interventions for children that have been proven to be effective, according to the child's needs:

- Circle time approaches in class and/or in small group work
- Managing feelings resources for eg. Class 'thumbs up/thumbs down'
- Ensure access to pastoral care and support – key worker to be identified and discussed with pastoral team
- Wishes and feelings work with pastoral team
- 1 to 1 support or wellbeing groups with pastoral team
- Targeted use of therapeutic activities including art, Lego, relaxation and mindfulness techniques
- Any support offered should take account protocols regarding confidentiality

10. Managing disclosures

If a child chooses to disclose concerns about themselves, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially, onto CPOMS for children.

11. Confidentiality

If a member of staff feels it is necessary to pass on concerns to either someone within or outside of the Academy, then this will be first discussed. We will tell them:

- Who we are going to tell
- What we are going to tell them
- Why we need to tell them
- When we're going to tell them

Ideally, consent should be gained first, however, there may be instances when information must be shared, such as a child who is in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague this ensures one single member of staff isn't solely responsible for the child. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parent/carer/family member must always be informed, but child may choose to tell their parent/carer/family member themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the Academy makes contact with the parent/carer/family.

If we are given reason to believe that someone within the Academy is at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

12. Whole academy approach

12.1 Working with parents/carers/family members

If it is deemed appropriate to inform parents/carers/family member there are questions to consider first:

- Can we meet with the parent/carer/family member face-to-face
- Where should the meeting take place – some parents/carers/family members are uncomfortable in academy premises so consider a neutral venue if appropriate
- Who should be present – child, staff, parent/carer/family member etc.?
- What are the aims of the meeting and expected outcomes?

We are mindful that for a parent/carer/family member, hearing about their loved ones issues can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent/care/family member to reflect and come to terms with the situation.

Signposting family to other sources of information and support can be helpful in these instances. At the end of the meeting, lines of communication should be kept open should the parent/carer/family member have further questions or concerns. Booking a follow-up meeting or phone call might be beneficial at this stage.

Ensure a record of the meeting and points discussed/agreed to are added to CPOMS for a child.

12.2 Supporting parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parent/carers/family member to promote emotional health and wellbeing by:

- Ensuring parent/carer/family member are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc);
- Offering support to help parent/carer/family member to develop their support skills. This may involve providing information or offering small, group-based programs run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; dependent on age or person needing support.

We recognise this might involve liaison with family support agencies.

13. Supporting peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know how. To keep peers safe, we will consider on a case-by-case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student who is suffering 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 friends need help (eg signs of relapse)

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

14. Training

As a minimum, all staff will receive relevant Compass Go training on recognising and responding to mental health and emotional wellbeing needs. This training supports staff in identifying early warning signs, understanding risk factors, and responding appropriately to concerns to help keep pupils safe. Mrs Hazlewood-Collins is trained in Mental Health First Aid. In addition, the academy has a trained Emotional Literacy Support Assistant (ELSA) who provides targeted emotional support to pupils and contributes to the academy's graduated response to social, emotional and mental health needs. The ELSA receives regular supervision and ongoing professional development to ensure best practice when supporting pupils with social, emotional and mental health needs.

We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue. The Academy also maintains a Wellbeing CPD Menu, providing staff with access to a range of wellbeing-focused training opportunities designed to enhance knowledge, confidence and skills in supporting both pupil and staff mental health and wellbeing.

Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations.

Where the need to do so becomes evident, we will host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Suggestions for individual, group or whole academy CPD should be discussed with the Key Personnel named in 4 who can also highlight sources of relevant training and support for individuals as needed.

15. Policy review

This policy will be reviewed every two years as a minimum. The next review date is Summer 2028. In between updates, the policy will be updated when necessary to reflect local and national changes. This is the responsibility of Mrs L Kinnaird, Senior Mental Health Lead and Miss A Hazelwood-Collins, Welfare and Wellbeing Lead.

Any personnel changes will be implemented immediately.

Local Support Services

North East Lincolnshire Council Wellbeing Service



The Wellbeing Service (01472 325500)

Providing 1:1 support in the following areas:

- Mental and emotional wellbeing
- Healthy eating
- Weight management
- Physical activity
- Building confidence
- Improving relationships
- Money

<https://www.nelincs.gov.uk/health-and-wellbeing/wellbeing-services/>

Improve your health and wellbeing now. If you want to arrange a meeting with member of our team or would just like to speak to someone about your options, get started now and complete a wellbeing service referral or give us a call on 01472 325500.

LiveWell Website

LiveWell website can help you find the right advice and support for your health and wellbeing, which includes an online wellbeing check-in tool.

<https://livewell.nelincs.gov.uk/>



Navigo delivers a wide range of highquality health and care services across North East Lincolnshire.

<https://navigocare.co.uk/NHSTalkingTherapies>

If you need **urgent** support, The Crisis Team can be contacted 24/7:

01472 256256 (option 3 for mental health)

Helpful Websites

Emotional wellbeing

[Every mind matters](#) - Created by Public Health England gives tips and advice on how to manage mental health developed by experts approved by the NHS

[Mental health in the workplace](#) - Developed by ACAS details the law and the duty of care of employers in relation to mental health and how employers can promote positive mental health at work

[Workplace anxiety and work related anxiety](#) - Developed by ACAS details what causes workplace anxiety and what steps employees can take

5 ways to wellbeing

<https://www.nhs.uk/conditions/stress-anxiety-depression/improve-mental-wellbeing/>

- **Connect** with people around you
- **Be active**; discover physical activity you enjoy
- **Take Notice**; appreciate what matters
- **Keep Learning**; set a challenge and enjoy achieving it
- **Give** do something nice for a friend



Mental health and wellbeing support:

- [Navigo](#) (01472 256256)
- [Open Minds](#) (01472 625100)
- [Mind](#) (0300 123 3393)
- [Samaritans](#) (116 123)
- [Schools in Mind](#)
- [Mentally Healthy Schools Mindful Teachers Education Support](#)

Bereavement services:

- [Cruse](#) (01472 571253)
- [NEL Bereavement Support Service](#) (01472 250623)

Domestic abuse:

- [Women's Aid NEL](#) (01472 575757)

- [Humberside Police](#) (101 or 999 for emergencies)

Stop Smoking:

- [Wellbeing Service](#) (01472 325500)
- [NHS Smokefree](#)

Alcohol and substance misuse:

- [We Are With You](#)

Coping with debt:

- [Money Advice Service](#) (0800 138 7777)
- [National Debtline](#) (0808 808 4000)
- [Step Change Debt Charity](#) (0800 138 1111)
- [Citizens Advice](#) (03444 111444)

Sexual health:

- [Virgin Care](#) (0300 330 1122)
-

Self Help Resources

www.kooth.com – an online counselling service which is free and confidential

www.mind.org.uk is a national organisation which offers online information and resources. Self-help guides can be downloaded and are free

www.moodjuice.scot.nhs.uk is an NHS website with free printable self-help materials based on CBT and other evidence based therapeutic interventions.

www.youngminds.org.uk is a charity focused on children and young people's mental health.

They have a lot of resources for children, parents and professionals

www.nshn.co.uk National self-harm network is a website offering information, printable resources and support for those who self-harm and those around them

www.annafreud.org is a website dedicated to child mental health and leads on research and training

www.nelincsmhst@compass-uk.org local mental health support team offering varying support for children aged 5 – 18 years of age

Phone Lines

SHOUT – 85258 (24/7 text messaging service)

Childline – 0800 1111

Samaritans – 116 123

In addition to the above resources please see Appendix II

Useful Apps

A list of apps which are helpful and useful for helping children and young people manage their mental health and emotional wellbeing.

<https://calmharm.stem4.org.uk/> is a free app available on all mobile devices private and password protected. Calm Harm provides tasks that encourage you to distract yourself from the urge of self-harm. It helps you manage your thoughts in a more positive way.

<https://www.thinkwithclarity.com/> is an app which can be used separate or alongside therapy as a useful way of tracking your thoughts, feelings and emotions of the day. Based on CBT (cognitive behaviour therapy) principles, this app helps you to track your emotions and thought patterns enabling you to reflect and challenge these. This is a free app available on the app store and google play.

<https://cove-app.com/> is a free app accessible on the app store or Google play. Distract yourself by creating music to capture your mood and express how you feel. Instead of words create music to reflect emotions like joy, sadness, calm and anger.

<https://healthwell.eani.org.uk/apps/catch-it> - Catch It is an app which can help track your mood. It can be useful for anyone wanting to understand their moods. Catch it is available on all mobile devices. The app uses three simple steps to record your mood. It also uses CBT to help change the way you think about things.

<http://chillpanda.co.uk/> is a free app for children and young people who may want to learn how to manage stress and worries. It uses the camera to measure your heart rate and practice breathing techniques as well as “POGA” (Panda Yoga). This app is available on all devices.

<https://daylio.net/> is an app which lets you create a journal of how you feel each day and the activities you have been doing. This is a helpful therapeutic tool which could be used alongside professionals. This is a free app available on Android and iPhone.

<https://insighttimer.com/en-gb> allows you to listen to guided mediation or music tracks and also allows you to time your own sessions, track your statistics and set reminders to mediate. The basic package is free.

https://play.google.com/store/apps/details?id=org.kidsskills.app&hl=en_GB is a free app available from the app store and on Google Play. Developed by Dr. Ben Furman and his team to help children and young people overcome problems and difficulties by finding solutions and learning skills along the way. This can also be useful for parents and professionals.

<https://mindful-gnats.bd.aptoide.com/app> is a free app designed to help young people learn mindfulness and relaxation skills. There are different games and techniques to learn and this app is available to iPhone and Android phones.

<https://bestforyou.org.uk/app-of-the-month-mindshift-cbt-march-2022/> is an app which used CBT (Cognitive Behaviour Therapy) principles to help manage anxiety and worry by learning how to relax, mindfulness and develop ways of thinking. This app can also be helpful to manage phobias and panic too. This is a free app available on iPhone and Androids.

<https://healthwell.eani.org.uk/apps/moodpath> is a free app available on iPhones with IOS 12.0 or later. This app gives you the ability to assess your mental health, track and reflect on any changes and improve certain areas such as sleep, by learning different techniques.

<https://apps.apple.com/us/app/relax-melodies-sleep-sounds/id467103113?mt=12> is a free app available on the app store and on Google Play with in app purchases. With over 100+ sounds to listen to this app helps to assist with sleep, mediation and relaxation, giving you the chance to make your own music and melodies.

<https://mindgarden-tech.co.uk/> is a free app which will help you understand what causes your anxiety, monitor your anxious thoughts and behaviour over time and manage your anxiety through self-help exercises and reflection.

<https://learningworksforkids.com/apps/mini-guide-stop-breathe-think-kids/> is a friendly free app designed to support you in learning ways of mediation and relaxation. You are able to customize this app to make it more personal for your own needs making it accessible for all.

https://play.google.com/store/apps/details?id=stopp.submarine.qg&hl=en_GB is a free app available on the app store and Google Play. This app can support you in stopping cycles of low mood and anxiety, and other behaviour such as worry, self-harm and avoiding situations.

<https://www.worry-tree.com/worrytree-mobile-app> is an app designed to help record, manage and problem solve worries and related anxieties by using (CBT) cognitive behaviour therapy approach. This is a free app available on the apple and android app store.

<https://www.youper.ai/> is an app designed by scientists and engineers, which uses AI (artificial intelligence) to personalise the app to suit your needs. This app is helpful for anxiety and depression and helping you reformulate your thoughts and worries. This is a free app available on both iPhone and Android.

Ratification

Date ratified by the Governing Board: 26th June 2026

Date of last review: October 2024

Next review date: Summer 2028

Signed by Chair of Governors: Mr R Clarigde

Date: 9th July 2026