



## Bretherton Endowed Health and Wellbeing Policy

*“Walking in the footsteps of Jesus with our Christian family, we learn, grow, achieve and flourish together in God’s love.”*

This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.

Bretherton Endowed CE Primary School provides a caring, supportive Christian environment in which each individual is valued and respected. We have high expectations for all and aspire to achieve excellence. We feel that all children and young people need the foundation of positive mental health to benefit fully from all of the opportunities available to them.

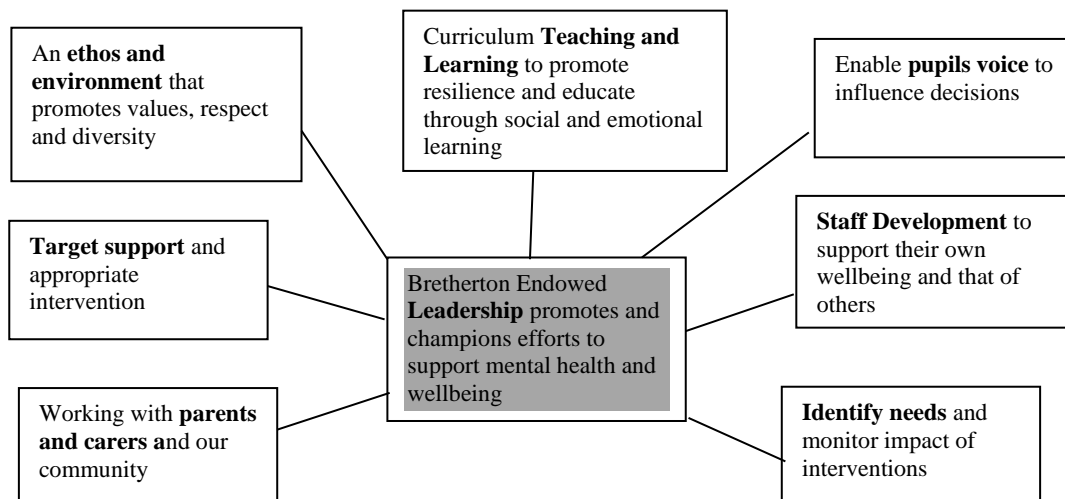
At Bretherton Endowed it is our vision that all children are entitled to develop to their fullest potential academically, socially, emotionally and into healthy well beings, enabling each child to grow in confidence and be able to fully participate in everything that goes on in the wider community with confidence. 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.

The department for Education recognises that, in order to help their pupils succeed: schools have a role to play in supporting them to be resilient and mentally healthy.

***“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 Organization 2014)

At our school, we aim to promote positive mental health for every child, parent / carer and staff. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils and families.

Everyone experiences life challenges that can make them vulnerable. At times, anyone may need additional support to maintain or develop good mental health. The mental health of children and young people, adults in schools, parents and carers and the wider whole school community will impact on all areas of development, learning, achievement and experiences.



## Bretherton Endowed CE Primary School – Policy Document

*Fig.1 The eight principles of promoting a whole school support to emotional wellbeing*

All children and young people have the right to be educated in an environment that supports and promotes positive mental health for everybody. All adults have the right to work in an environment that supports and promotes positive mental health for everybody.

All schools should offer a learning environment that promotes and enhances positive mental health. A consistent approach means that the school environment and school ethos all promote the mental health of the whole school community.

Healthy relationships underpin positive mental health and have a significant impact.

A mentally healthy environment has:

- A clear and agreed ethos and culture that accords value and respect to all
- A commitment to being responsive to children and young people's needs
- Clearly defined mental health links in school policies
- Clear guidelines for internal and external referrals
- Strong links with external agencies to provide access to support and information

All staff has a responsibility to promote the mental health and emotional wellbeing of pupils. Staff with a specific, relevant responsibility includes:

- o Mrs Clarke, Mrs Allchurch - Designated Safeguarding Officers
- o Mrs Glew - SENCOs (Mental Health Lead)
- o Mrs Glew and Mrs Barratt - Lead Mental Health First Aiders
- o Mrs Allchurch - Head of PSHSE and RSE
- o Mrs P Aspden – Wellbeing and Safeguarding Governor

A mentally healthy environment is a place where children and young people:

- Have opportunities to participate in activities that encourage belonging
- Have opportunities to participate in decision making
- Have opportunities to celebrate academic and non-academic achievements
- Have their unique talents and abilities identified and developed
- Have opportunities to develop a sense of worth through taking responsibility for themselves and others
- Have opportunities to reflect
- Have access to appropriate support that meets their needs
- Have a right to be in an environment that is safe, clean, attractive and well cared for
- Are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times

A mentally healthy environment is a place where staff:

- Have their individual needs recognised and responded to in a holistic way
- Have a range of strategies that support their mental health
- Have recognition of their work-life balance
- Have the mental health and well-being of the staff reviewed regularly
- Feel valued and have opportunities to contribute to decision making processes
- Celebrate and recognise success
- Are able to carry out roles and responsibilities effectively

## Bretherton Endowed CE Primary School – Policy Document

- Are provided with opportunities for CPD both personally and professionally
- Have their unique talents and skills recognised and opportunities are provided for development
- Have time to reflect
- Can access proactive strategies and systems to support them at times of emotional needs in both the short term and the long term

A mentally healthy environment is a place where parents/carers:

- Are recognised for their significant contribution to children and young people's mental health
- Are welcomed, included and work in partnership with schools and agencies
- Are provided with opportunities where they can ask for help when needed
- Are signposted to appropriate agencies for support
- Are clear about their roles and expectations of their responsibilities in working in partnership with schools
- Opinions are sought and valued and responded to
- Strengths and difficulties are recognised, acknowledged and challenged appropriately

A mentally healthy environment is a place where the whole school community:

- Is involved in promoting positive mental health
- Is valued for the role it plays in promoting positive mental health
- Contributes towards the ethos of the school

A healthy learning environment provides opportunities that promote positive mental health, through the standard curriculum and extended provision, eg Circle Time, SEAL, play, mentoring groups, differentiated learning activities, individual timetables, assemblies with a 'healthy minds' and 'growth mindset', parents/carers workshops, challenging stereotypes, etc.

The implementation of the policy for promoting positive mental health in schools:

- Will give schools a cohesive and co-ordinated approach to mental health
- Should underpin all policies and practices currently used in schools
- Will raise awareness as to how the whole school community can look after their own mental health and that of others
- Will help to de-stigmatise mental health
- Will support people and provide opportunities that enable everyone to reach their potential
- Will strengthen relationships and provide opportunities for different ways of working
- Will provide foundations for life-long learning
- Will promote and strengthen resilience throughout the whole school community and empower everyone to face life's challenges

This policy promotes positive mental health. It is a working document and has been developed in consultation with the whole school community.

### **Aims**

Happy and motivated pupils and staff who get a lot out of life. A Christian school community who give thanks and appreciate the wonderful world and opportunities we are offered.

### **Teaching and Learning**

Pupils who are engaged in the learning process

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Pupils who can concentrate and learn well  
Pupils with good standards in all subjects, including English and maths  
Good attainment  
Effective teaching  
Parents and carers involved in school life and learning

### **Behaviour and Attendance**

Pupils with high self-esteem and confidence  
Pupils who have a say in what happens at school  
Pupils with good behaviour for learning  
Pupils who confidently take responsibility for their learning

### **Staff Confidence and Development**

High morale  
Low absenteeism  
Positive collaborative work between staff  
Positive and effective relationships with pupils

## **VEHICLES FOR EMOTIONAL HEALTH AND WELLBEING**

### **The school promotes and provides a range of services to pupils:**

- Hygienic toilets which ensure privacy and safety
- School council to act as mentors
- Two lead teaching assistant for emotional health and mental wellbeing who responds to children's concerns and our school's worry box and offers mentoring sessions using a range of interventions and talking techniques e.g. Talk about Self-Esteem.
- Co-ordinated support from a range of external organisations
- Parent and pupil workshops provided by external services when they're on offer

### **The school promotes an anti-bullying culture through:**

- A strong Christian ethos which empowers tolerance and respect, including respect for difference and diversity
- High profile of anti-bullying procedures and policy through posters, displays, assemblies and events
- Active listeners, including assistants and adults other than school staff e.g. governors and volunteers

### **The school promotes and strengthens the pupil voice through:**

- A democratic process for the election of school council representatives and our Ethos team
- Timetabled meeting time for members of the school council
- Involving pupils in the school's monitoring cycle and evaluations of learning environment and opportunities
- Consulting pupils about change and policy development
- Pupil led assemblies

### **The school facilitates a context for learning through:**

- Enhancing school and classroom layout; facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning and social cohesion e.g. through the well-established Bretherton ways
- Encouraging positive, caring and constructive relationships

## Bretherton Endowed CE Primary School – Policy Document

### **The school enhances pupil motivation and learning through:**

- Consistent support for vulnerable children and those with SEND from trained teaching assistants and other agencies where appropriate.
- A range of challenging opportunities for all children including those more able or talented pupils
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles
- High quality physical activity
- Healthy food education
- Encouraging independence in learning
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity
- Using the SEAL materials to raise self-esteem and confidence levels as part of a comprehensive PHSE entitlement

### **The school enhances pupil self-esteem and personal development through:**

- Information, advice and guidance on sex and relationships and drugs
- Opportunities for pupil leadership through school council, Year 6 helpers, Buddies, Play Leaders and Peer Mediators
- An emphasis on praise and reward
- Opportunities for reflection and spiritual development through art, literature, PSHSE and the RE curriculum
- Active learning outside
- A wide range of extra-curricular activities

### **The school enhances staff motivation, learning and professional development through:**

- Curricular planning time within the school week
- Whole school training events, including Safeguarding
- Access to appropriate external training
- Involving all staff in decision making and proposed change
- Consultation on training and support needs through regular review and coaching

### **Roles and Responsibility**

- The promotion of Emotional Health and Mental Well-Being and raising the achievement of all pupils is the responsibility of the whole school staff and governors
- The Headteacher and Senior Leadership Team will demonstrate through their personal leadership the importance of this scheme, ensure all staff are aware of it and understand their role and responsibility in relation to it
- Governors – The Governing body has adopted this scheme and will assess and monitor its impact annually
- Staff – Staff will be expected to know what their responsibilities are in ensuring the scheme is implemented. They will be aware of the implications of it for their planning, teaching and learning strategies, management of activities, as well as behavioural issues
- Pupils – Pupils will be made aware of how the Emotional and Mental Wellbeing policy applies to them as part of the school aims, values and in the curriculum.
- Parents/Carers – Parents and carers will be encouraged to participate fully in implementing it in partnership with the school

### **Monitoring/Review**

The Governors are committed to reviewing the impact of the Emotional Health and Wellbeing policy as part of the rolling programme, taking into account the following aspects:-

- Motivation

## Bretherton Endowed CE Primary School – Policy Document

- Self-esteem
- Behaviour
- Anti-bullying
- Anti-racism
- Anti-hate
- Anti-sexism
- Anti-homophobia
- Attendance
- Attainment
- Teaching

Approved by: Curriculum and Standards on behalf of the Governing Body of Bretherton Endowed

Date: May 2026

Review Date: No later than the end of 2028

**All aspects of our policy intends to comply within the Data Protection ( GDPR) legislation.**

# Bretherton Endowed CE Primary School – Policy Document

## Appendix 1

### Pupil Wellbeing Interventions

	<u>Approaches</u>	<u>Intervention</u>
<u>Whole School approach</u>	Curriculum policy re-write focus on wider curriculum	<ul style="list-style-type: none"> <li>• Pupil voice – communication skills (School Council – One page profile – pupil EHCP reviews Class Family Groups)</li> <li>• Emotional literacy skills</li> <li>• Engagement in individual SEN one page profiles and home school contact such as (TAF involvement- PSA support, CAMHS, Emotional Wellbeing LA service, Educational Psychologist).</li> <li>• Self-regulation strategies linked to behaviour management, CPD training and staff meeting updates.</li> <li>• Virtual School Heads are aware of the information and MHEW policy of the school for Looked After Children.</li> </ul>
	Teaching and Learning approaches	
	Holistic/ Multi-agency approach (Individual SEN Support Plans and Parental Support Advisor)	
	Staff training	
<u>Targeted support</u>	Occupational Therapy (Future Steps)	<ul style="list-style-type: none"> <li>• Weekly physical intervention programme based on sensory processing approaches and self regulation.</li> </ul>
	Wellbeing Interventions	<ul style="list-style-type: none"> <li>• 1:1 sessions provided for an afternoon each week focusing on individual wellbeing outcomes. (Connecting With Children, Listening matters, Chatty Chatty drop in sessions)</li> <li>• Class group sessions each week focusing on emotional wellbeing outcomes. (Relax Kids, Family groups)</li> <li>• Identified support linked to pupil premium – (Therapeutic Group Work)</li> <li>• Personalised differentiated learning opportunities.</li> </ul>

Bretherton Endowed CE Primary School – Policy Document

Appendix 2: Staff

**Staff Wellbeing Support and Interventions**

<p><b><u>Whole School Approach</u></b></p>	<p>A senior leadership team and governing body committed to provide all staff with listening support in relation to emotional wellbeing and recognition of this within performance management / appraisal discussions.</p> <p>Work life Support and Flexibility for personal wellbeing appointments within school time.</p> <p>Library of resources and Online training with Mind Ed and planned CPD opportunities.</p>	<ul style="list-style-type: none"> <li>• Open door policy, contactable governing body and flexible EW appointment planning.</li> <li>• Information sharing from lead practitioners</li> <li>• Posters/ leaflets</li> <li>• Signposting to additional CPD courses</li> </ul>
<p><b><u>Whole School offer</u></b></p>	<p>Emotional Wellbeing Staff meetings and Inset Days</p> <p>DCC - LA Corporate discounts for Health and Fitness facilities.</p> <p>LA Confidential Counselling Service</p> <p>Emotional Wellbeing information support file for every class group containing appropriate information in relation to emotional wellbeing as a tool for personal review, reflection and private advice.</p>	<ul style="list-style-type: none"> <li>• Planned staff meeting with guest speakers from trained professionals.</li> <li>• L.A Employment based incentive for Health and Fitness.</li> <li>• SENCO to provide each class group with a EW advice file.</li> </ul>
<p><b><u>Targeted support</u></b></p>	<p>Debriefing/support sessions for all staff working in classes for pupils with complex medical needs or challenging behaviour from the Head Teacher, Deputy Head, Head of Care and Team – Teach Coordinator.</p> <p>Significant incidents – debriefing/counselling with a trained professional for all staff involved in a significant incident.</p>	

### **Appendix 3: Further information and sources of support about common mental health issues**

#### Prevalence of Mental Health and Emotional Wellbeing Issues

- 1 in 10 children and young people aged 5 - 16 suffer from a diagnosable mental health disorder - that is around three children in every class.
- Between 1 in every 12 and 1 in 15 children and young people deliberately self-harm.
- There has been a big increase in the number of young people being admitted to hospital because of self harm. Over the last ten years this figure has increased by 68%.
- More than half of all adults with mental health problems were diagnosed in childhood. Less than half were treated appropriately at the time.
- Nearly 80,000 children and young people suffer from severe depression.
- The number of young people aged 15-16 with depression nearly doubled between the 1980s and the 2000s.
- Over 8,000 children aged under 10 years old suffer from severe depression.
- 3.3% or about 290,000 children and young people have an anxiety disorder.
- 72% of children in care have behavioural or emotional problems - these are some of the most vulnerable people in our society.

Below, I have sign-posted information and guidance about the issues most commonly seen in school-aged children. The links will take you through to the most relevant page of the listed website. Some pages are aimed primarily at parents but they are listed here because we think they are useful for school staff too.

Support on all of these issues can be accessed via Young Minds ([www.youngminds.org.uk](http://www.youngminds.org.uk)),

Mind ([www.mind.org.uk](http://www.mind.org.uk)) and (for e-learning opportunities) Minded ([www.minded.org.uk](http://www.minded.org.uk)).

#### Self-harm

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Online support SelfHarm.co.uk: [www.selfharm.co.uk](http://www.selfharm.co.uk) National Self-Harm Network: [www.nshn.co.uk](http://www.nshn.co.uk)

#### Books

Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers  
Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers  
Carol Fitzpatrick (2012) *A Short Introduction to Understanding and Supporting Children and Young People Who Self-Harm*. London: Jessica Kingsley Publishers

#### Depression

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Online support

Depression Alliance: [www.depressionalliance.org/information/what-depression](http://www.depressionalliance.org/information/what-depression)

Books

Christopher Dowrick and Susan Martin (2015) Can I Tell you about Depression?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers

#### Anxiety, panic attacks and phobias

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

Online support

Anxiety UK: [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)

Books

Lucy Willetts and Polly Waite (2014) Can I Tell you about Anxiety?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers

Carol Fitzpatrick (2015) A Short Introduction to Helping Young People Manage Anxiety. London: Jessica Kingsley Publishers

#### Obsessions and compulsions

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

Online support

OCD UK: [www.ocduk.org/ocd](http://www.ocduk.org/ocd)

Books

Amita Jassi and Sarah Hull (2013) Can I Tell you about OCD?: A guide for friends, family and professionals. London: Jessica Kingsley Publishers

Susan Connors (2011) The Tourette Syndrome & OCD Checklist: A practical reference for parents and teachers. San Francisco: Jossey-Bass

### Suicidal feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

#### Online support

Prevention of young suicide UK – POPYRUS: [www.papyrus-uk.org](http://www.papyrus-uk.org)

On the edge: Child Line spotlight report on suicide:

[www.nspcc.org.uk/preventingabuse/research-and-resources/on-the-edge-childline-spotlight/](http://www.nspcc.org.uk/preventingabuse/research-and-resources/on-the-edge-childline-spotlight/)

#### Books

Keith Hawton and Karen Rodham (2006) *By Their Own Young Hand: Deliberate Self-harm and Suicidal Ideas in Adolescents*. London: Jessica Kingsley Publishers

Terri A. Erbacher, Jonathan B. Singer and Scott Poland (2015) *Suicide in Schools: A Practitioner's Guide to Multi-level Prevention, Assessment, Intervention, and Postvention*. New York: Routledge

### Eating problems

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

#### Online support

Beat – the eating disorders charity: [www.b-eat.co.uk/about-eating-disorders](http://www.b-eat.co.uk/about-eating-disorders)

Eating Difficulties in Younger Children and when to worry:

[www.inourhands.com/eatingdifficulties-in-younger-children](http://www.inourhands.com/eatingdifficulties-in-younger-children)

#### Books

Bryan Lask and Lucy Watson (2014) *Can I tell you about Eating Disorders? A Guide for Friends, Family and Professionals*. London: Jessica Kingsley Publishers

Pooky Knightsmith (2015) *Self-Harm and Eating Disorders in Schools: A Guide to Whole School Support and Practical Strategies*. London: Jessica Kingsley Publishers

Pooky Knightsmith (2012) *Eating Disorders Pocketbook*. Teachers' Pocketbooks

At school we have a wellbeing bookcase for children and staff to access.

