

WELLBEING POLICY

BRAMHALL HIGH SCHOOL

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1. THE VISION FOR OUR SCHOOL

Bramhall High School is working to adopt the principles set out in Stockport's Strategy for Improving Wellbeing in Education Settings.

Bramhall High School has completed the self-assessment template that accompanies the Wellbeing Strategy, and this policy sets out how we will implement this work. We recognise that the relationships-based philosophy of Restorative Approaches within our setting will support and complement the following vision.

The vision for Bramhall High School is outlined below. In delivering this vision, Bramhall High School will have due regard to the Equality Act 2010 and will ensure that wellbeing support is accessible, inclusive and responsive to the needs of all pupils, families and staff.

- Our children / young people will be emotionally intelligent and emotionally resilient, equipped with the skills they need to grow and thrive.
- Our children / young people will know when and where to go for support when faced with challenges and will be able to access that support when it is needed.
- Our children will be supported to lead happy, healthy and fulfilling lives.
- Our parents and carers will be given the skills and knowledge to understand and respond to the difficulties children / young people face and we will ensure that information, advice and support is readily available to them.
- Our staff team will be supported to protect and improve their own emotional wellbeing and will be equipped to identify and respond to low levels of emotional wellbeing in young people, parents and carers and fellow staff members.

2. DEFINITION OF WELLBEING

Emotional wellbeing is not simply the absence of mental illness but is a broader indicator of social, emotional and physical wellness. It reflects the interconnection of mind and body -physical health and mental health - and is concerned with the functioning of the whole person and the extent to which basic fundamental needs are met. It is influenced by the wider contexts within which a child or adult lives and the interaction between the individual, family, school / work and community.

NICE sets out the following definition in its guidance on Social and Emotional Wellbeing for Children and Young People:

Wellbeing means:

- *Being happy and confident and not anxious or depressed*
- *Having the ability to problem-solve, manage emotions, experience empathy, being resilient and attentive*
- *Having good relationships with others and not having behavioural problems – that is, not being disruptive, violent or a bully.*

Wellbeing also includes:

- *Having a sense of meaning or purpose*
- *Being successful / having a sense of achievement*
- *Having a sense of control*
- *Giving and receiving attention and being validated*

3. WHAT THIS POLICY DEMONSTRATES

Bramhall High School recognises that emotional wellbeing and mental health are closely linked to safeguarding. In line with Keeping Children Safe in Education (KCSIE) 2026, staff understand that mental health concerns may in some cases be an indicator that a child has suffered or is at risk of suffering abuse, neglect, exploitation or other harm. Wellbeing concerns will therefore be considered alongside the school's safeguarding, SEND and attendance systems.

This policy sets out how Bramhall High School will enable pupils, staff and parents to 'thrive' by:

- Enabling people to become emotionally healthy, confident and resilient
- Reducing risk taking behaviour and minimising harm
- Giving people the knowledge and skills to seek out support
- Offering a structured PSHE programme

This policy sets out how Bramhall High School will support pupils, staff and parents to 'cope' by:

- Offering a range of self-help materials and signposting to services, as needed
- Promoting a safe, nurturing environment and positive behaviours
- Offering one-off / short term support from pastoral staff
- Utilising training and programmes offered in Stockport, e.g. Living Life to the Full, the Emotional Wellbeing Toolkit, Seasons for Growth

This policy sets out how Bramhall High School will support pupils, staff and parents to 'get help' by:

- Providing access to in-setting support, such as school nursing and in-house counselling
- Referring pupils to Secondary Jigsaw as needed
- Via the school nurse or school wellbeing lead, referring pupils to CAMHS as needed
- Signposting staff and parents to services as appropriate and referring staff to counselling / therapy services as appropriate

This policy sets out how Bramhall High School will support pupils to 'get more help' and / or 'get risk support' by:

- Supporting pupils to access specialist services as required
- Supporting pupils to reintegrate into their setting's population after times of illness / attendance at alternative educational provision
- Having clear referral pathways with specialist services
- Having clear safeguarding and recording procedures in place and having effective systems for liaising with CAMHS, School Nursing, other specialist services, pupils and parents.

4. BRAMHALL HIGH SCHOOL IS A SCHOOL WHERE PUPILS, PARENTS / CARERS AND STAFF THRIVE

WHOLE SCHOOL COMMUNITY

- The school's Senior Leadership Team provide clear leadership around emotional wellbeing.
- There is a recognition that 'working with' each other, challenging and supporting each other in equal measure over time is the best way to thrive.
- Support for wellbeing is an on-going priority with explicit activities to develop wellbeing for all on the School Development Plan.
- The school has a designated lead (Janet Kennedy) for emotional wellbeing and a named governor for Safeguarding (Michelle Harley). However, promotion of wellbeing remains the responsibility of all staff.
- All staff are aware of this policy and how it links with other policies, including Safeguarding, Anti-Bullying, Behaviour, SEN and other related policies.
- School pupils, parents, carers and staff are aware of the named lead and named governor and know how to contact them.

- Bramhall High School fosters an ethos that promotes mutual respect, learning and successful relationships among young people, parents and carers and staff. This is measured through annual surveys and the results are shared with pupils, parents and staff. Our school uses validated survey questions for this process.

- Bramhall High School uses the information from these surveys, from other school data and from information gained from Stockport's wellbeing services (e.g. Checkpoint, PSHE network etc.) to develop a school environment that promotes wellbeing and resilience and minimises harmful or risk-taking behaviour.

PUPILS

- The school recognises the strong relationship between emotional wellbeing and school attendance. Attendance, punctuality and engagement are monitored carefully, and concerns are considered alongside wider pastoral, safeguarding and SEND factors.

- Bramhall High School provides a broad and balanced curriculum, which includes teaching social and emotional skills such as problem solving, coping, conflict resolution, managing feelings and relationships and developing resilience - both on and offline including digital resilience, healthy online relationships, safe social media use, cyberbullying awareness, misinformation, online exploitation and the impact of online activity on emotional wellbeing.

- Bramhall High School has a listening culture which promotes supportive relationships by way of explicit activities such as regular circles, check-in etc. Staff recognise the impact that trauma, adversity, bereavement and adverse childhood experiences (ACEs) can have on behaviour, wellbeing, attendance and learning. Support is provided using a relational and restorative approach.

- Bramhall High School uses Restorative Approaches and has a structured PSHE programme, which follows Stockport's Spiral Curriculum and meets the needs of all pupils.

- The Personal Development curriculum explicitly promotes emotional wellbeing, mental health literacy, healthy relationships, online safety, diversity, equality, inclusion and preparation for life in modern Britain.

- Bramhall High School has information on its website, and in key areas around the school, about wellbeing – what it is and offers simple tools to support young people to improve their wellbeing. Pupils are aware of the Five Ways to Wellbeing.

PARENTS AND CARERS

- Bramhall High School has information on its website and provides regular updates to parents in newsletters etc. on wellbeing. Parents are made aware of the Five Ways to Wellbeing and how this is explained to pupils.

- There is a variety of ways to include parents so that inclusion in school life is accessible to all.

- Our parents and carers know who they can contact in school if they have any concerns and know that their concerns will be acted upon.

- Parents are made aware of the Stockport Local Offer, so they can easily find out details of the support available in the borough for children and young people with additional needs.

STAFF

- Bramhall High School has regular staff meetings that discuss wellbeing and has a clear procedure for communicating information to its whole staff team.

- Staff are given time to reflect on their role and are given opportunities to voice opinions and feel listened to in a supportive and restorative way.

- Staff are encouraged to, and given the opportunity to, complete online wellbeing training on the MindEd website. All staff receive regular safeguarding training and updates that include the relationship between emotional wellbeing and safeguarding, recognising indicators of vulnerability, and understanding pathways for support and referral.

- The school's designated wellbeing lead has regular opportunities to relay information on wellbeing work across the borough to the whole staff team.

- The school recognises its responsibility to promote staff wellbeing through supportive leadership, reasonable workload expectations, professional support and opportunities for reflection, supervision and professional dialogue.

- All staff have access to the Stockport Staff Wellbeing booklet; the Five Ways to Wellbeing are promoted throughout the school and wellbeing services and opportunities are highlighted to all staff.

- Our school Senior Leadership Team lead by example in demonstrating a good work/life balance and encourage our staff to do the same.

5. BRAMHALL HIGH SCHOOL IS A SCHOOL WHERE PUPILS, PARENTS / CARERS AND STAFF ARE ABLE TO 'COPE' THROUGH HAVING EASY ACCESS TO SHORT-TERM / ONE-OFF SUPPORT WHERE NEEDED

PUPILS

- Bramhall High School knows its school community and regularly monitors the number and progress of pupils who are part of a vulnerable group. This monitoring takes place regularly and is discussed regularly by the Senior Leadership Team and with Subject Leaders/other key staff.

- Bramhall High Staff uses restorative approaches, circle time and nurture groups as a way of supporting both the whole school community and pupils who have been identified as vulnerable. The school also uses restorative approaches in staff meetings and as a way of providing peer support to staff members.

- Bramhall High School has received training on using Living Life to the Full and other programmes, and uses these resources regularly and monitors their effectiveness.

- The wellbeing lead / team are able to carry out brief interventions and offer appropriate pastoral support.

STAFF

- The school provides staff with opportunities to improve their wellbeing.
- The school is mindful of the timings and frequency of staff meetings, in order to promote both effective working and a healthy work-life balance.
- Staff are made aware of the Stockport Staff Counselling Service and know how to access it if required. Staff are also made aware of the wellbeing / support services in the borough and how to access them.

6. BRAMHALL HIGH SCHOOL IS A SCHOOL WHERE PUPILS AND STAFF ARE ABLE TO 'GET HELP' THROUGH HAVING ACCESS TO IN-HOUSE SUPPORT AND BEING REFERRED ON TO OTHER SERVICES AS APPROPRIATE

PUPILS

- Our school makes appropriate use of the services available to us through statutory and buy-back procedures.
- There are clear processes for making referrals to Behaviour Support, Secondary Jigsaw and the School Nursing Service and all staff are made aware of when / how to do this. The emotional wellbeing lead, and wider pastoral team, provide guidance and support to the staff team around this.
- Where a child or family has emerging needs that require coordinated support, the school will work within Stockport's Family Help arrangements, completing assessments and participating in multi-agency planning as appropriate.
- Our school regularly considers the needs of vulnerable groups including children looked after, previously looked after children, young carers, children with SEND, children experiencing family adversity, persistently absent pupils, pupils eligible for free school meals and those who have experienced trauma, abuse or exploitation.

- Our school monitors the use of services in school and measures the impact of these interventions.

- Our school commissions Turn the Page to provide counselling support as well as other services to provide wider wellbeing support. Our school is mindful of all safeguarding and safe commissioning requirements and have seen and approved the organisation's safeguarding and supervision arrangements.

STAFF

- Our staff are supported by the Senior Leadership Team – who, in turn, are supported by the Governing Body, to access help and support when needed.

- Staff are given access to supervision and support when needed both in school and through accessing outside services.

7. BRAMHALL HIGH SCHOOL IS A SCHOOL WHERE PUPILS ARE ABLE TO 'GET MORE HELP AND RISK SUPPORT' WHERE NEEDED

- Whilst Bramhall High School will always try to help pupils within the school setting, in some circumstances, pupils will need additional, specialist support from outside agencies. We have clear referral procedures and pathways in place and have effective links with the Psychology service, School Nursing, Jigsaw and CAMHS.

- The school recognises that risks to emotional wellbeing may occur within the home, school, community or online environments. Staff understand contextual safeguarding risks, including child criminal exploitation, child sexual exploitation, child-on-child abuse, harmful sexual behaviour, online harm and serious violence.

- Bramhall High School will complete Early Help Assessments as required and will work in partnership with other agencies, e.g. in Team Around the Child meetings.

- Our school has rigorous safeguarding procedures that align with guidance, thresholds and procedures published by the Stockport Safeguarding Children Partnership (SSCP).

- Where pupils are hospitalised / temporarily out of school due to a mental health related concern, the school will refer to the Home and Hospital Teaching Service in partnership and under the instruction of the child/young person's consultant psychiatrist/psychologist responsible for their treatment plan. The school will work collaboratively with pupils, families and professionals to plan effective reintegration following periods of absence relating to emotional wellbeing or mental health needs.

8. MONITORING AND REVIEWING

The head teacher is responsible for reporting to the governing body on how this policy is being implemented.

The named governor for wellbeing/safeguarding receives assurance regarding implementation of this policy, reviews relevant wellbeing data and provides challenge and support to ensure wellbeing priorities remain aligned with safeguarding, attendance and personal development objectives.

The policy is reviewed every 12 months, in consultation with the whole school community including staff, pupils, parents/carers and governors.