



At Bridgewater Primary School, we strive to ensure that we educate our children to recognise that their mental health is just as important as their physical health. One of the key aspects in everything we do in school is focus on Wellbeing. As a school, we recognise that all children need to be happy, healthy and develop the skills to cope with challenges they may encounter in order to access their learning.

Through our curriculum, we teach resilience, confidence, positive self-esteem and coping mechanisms to all children, as well as a focus aspect within our PSHCE curriculum. Through our weekly 'Positive Post' letters, we discuss a positive affirmation and develop an understanding of emotions, self-control, developing good relationships and keeping healthy in both mind and body.

At our school, we promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements in order to promote self-esteem.
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others.
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs where required.
- Helping children to understand their emotions and feelings better and to feel comfortable sharing any concerns or worries.
- Helping children to develop emotional resilience and to manage set

We recognise, however, that our mental wellbeing can change from day to day and that there are times in everybody's life when a little extra help or support might be needed and we have a range of additional support we draw upon to support pupils' social, emotional and mental health.



We deliver a wide range of learning opportunities, support programmes and interventions from whole class work on wellbeing aspects to small group programmes and one-to-one sessions (with our Learning Mentor or trained TA). We work with a number of outside agencies such as CAMHS (Child and Adult Mental Health Service), the LSS (Learning Support Service), the Educational Psychology Service, School Nurse Service and others to ensure that we can provide the best experiences and

support for your children. Both our Learning Mentor and SENDCo are Mental Health First-Aiders and Miss Lovell is our Senior Mental Health Lead.

Emotionally Friendly Settings (EFS)



We are proud to be an Emotionally Friendly School and have received our Bronze Accreditation, from the Educational Psychology Service in Salford for the third time. Emotionally Friendly Settings is a whole-school approach to improving children and young people's emotional health and well-being to enable them to succeed and thrive. Through this work, we ensure that the wellbeing of both our

Thrive iReach

As part of our comprehensive pastoral care at Bridgewater, we work closely with iReach, a specialised, school-based intervention service that helps children and young people navigate early emotional and behavioural challenges.



What is iReach?

i-Reach is a low-intensity service that provides targeted, short-term support directly within the school environment. Rooted in the wider Greater Manchester i-THRIVE Programme, it aims to offer the right help at the right time, preventing minor emotional worries from escalating into more significant issues.

Who does i-Reach help?

An i-Reach practitioner works closely with our pupils to offer evidence-based strategies for a variety of everyday difficulties, including:

- Anxiety and worry
- Low mood
- Simple phobias
- Sleep difficulties
- Emotional regulation

How does the process work?

In-School Support: An iReach practitioner visits our school weekly to deliver focused sessions with referred pupils.

Referral Process: To ensure that support goes to those who need it most, all referrals to i-Reach must meet specific criteria and be formally submitted by the school's Designated Mental Health Lead.

Collaborative Care: iReach works in tandem with our existing school support structures, teachers, and parents to ensure a joined-up approach to your child's wellbeing.

AllChild



At Bridgewater, we have partnered with AllChild, a UK charity that provides targeted, early-intervention support for children and young people at risk of falling behind

socially, emotionally, or academically.

What is AllChild?

Early Support: A personalised 2-year intervention programme for children who may need a little extra help with attendance, learning, or social and emotional wellbeing.

Holistic Approach: Focuses on building children's confidence, trusted relationships, and life skills so they can thrive both in school and in adulthood.

Strengths-Based: A free program that tailors activities and support to each child's individual needs and unique strengths.

How Does It Work in School?

Dedicated Link Workers: A specially trained AllChild Link Worker, Mr Mayhew, is based within school to coordinate support, work closely with teachers and families, and act as a trusted point of contact.

Bespoke Plans: Children receive a tailored plan that may include academic tutoring, mentoring, arts, sports, or language therapy, delivered alongside local community partners.

Joined-Up Support: Connects the child's entire support system—bringing together the school, family, and local organisations.

What do we currently do for mental health and wellbeing for our pupils and staff?

- We have a designated Senior Mental Health Lead and Wellbeing Champion in school that is responsible for promoting wellbeing for our staff and pupils (Miss Lovell).

- We have an EFS Team made up of the following staff champions: Miss Lovell, Miss Hopkins, Mrs Cope, Mrs Kay, Miss Cunliffe, Miss Ford, Miss Morris, Miss Tattersall, Miss Sandwell, Miss Payne, Miss Moore and Miss Furzer.
- We have nominated School Council members in each class to represent their peers and gain feedback. Our School Council members are also Wellbeing Ambassadors who discuss ways to improve school for their peers and for their peers to talk to if they wish.
- We have an 'open door' policy for our parents to discuss any concerns about their child with their class teacher.
- We ensure effective transition arrangements, including extra transition sessions and meet the teacher sessions for when a pupil may require support with transition
- We have a range of physical lunchtime activities and quieter lunchtime clubs to promote positive wellbeing and support for pupils who find busy lunchtimes stressful.
- We have positive behaviour systems in place to promote positive social behaviour.
- We have mental health and wellbeing assemblies to promote resilience and self-management.
- We have a PSHE curriculum that helps pupils to build important life skills and strategies to support positive mental health.
- Our weekly Positive Post that focuses on positive affirmations, growth mind set and reflection.
- Our ethos is to promote supporting the development of skills and character traits based around our 5 R's: responsibility, resilience, resourcefulness, readiness and reflectiveness– as we understand these to be key to future success.
- We have a Staff Wellbeing Charter and Strategy.
- We include World Mental Health Day, Children's Mental Health Day, Mental Health Awareness Week and World Wellbeing Week in the school calendar and plan activities for the whole school.

Referrals

We can also refer to a wide range of other support and agencies across Salford and beyond. Referrals are made by our SENDCo or Learning Mentor. More information about our SEND offer can be found on the school website.

