



At Glenmere we are GREAT! Because we:

Grow Respect Enjoy Achieve Together

Here at Glenmere we believe that children who are being supported with their wellbeing are given greater chance to learn and become fulfilled confident adults. We believe it is essential to value each child and young person as an individual with their own strengths and development needs. We recognise that children bring with them different abilities, experiences and family circumstances and that creating a safe, secure environment with a positive ethos will foster good relationships and positive engagement.

We acknowledge that many children have crises at some stage in their lives which make them more vulnerable to difficulties with mental health, anxiety and lack of self-confidence. Our whole school approach ensures that we provide children with the skills and confidence to deal with the challenges they may encounter in life.

### Aims for our pupils:

Glenmere Primary School promotes a love for learning and an enjoyment of achievement by working closely with our pupils to:

- ensure they have an understanding of literacy, numeracy and computing skills
- achieve high standards in all areas of the curriculum
- develop enquiring minds through asking questions, analysis and discussion
- be able to work independently and collaboratively
- have high self-esteem and respect for themselves, others and the environment
- experience equal opportunities and success on a regular basis
- seek to extend themselves in mind, body and spirit
- Develop personal qualities that equip them to become caring, confident and responsible members of our multi-cultural society, with British Values.

### Our Ethos

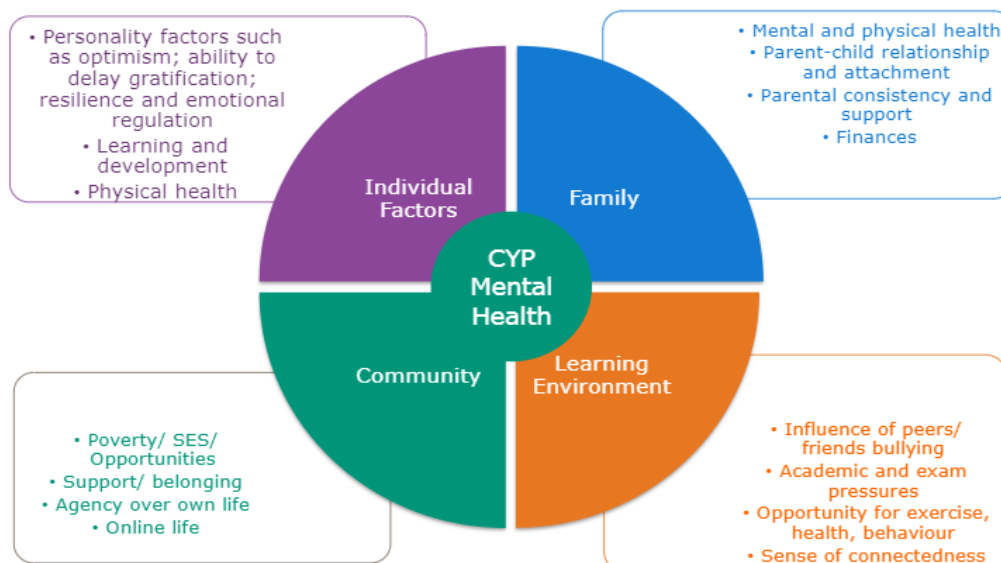
At Glenmere we believe that each child will succeed through experiencing quality in:

- An ethos of challenge, support and encouragement to succeed
- A holistic approach to pupil's development
- A recognition of individuality and differing needs
- Valuing the contributions and achievements of all pupils
- A broad, balanced and challenging curriculum
- A rich, stimulating learning environment with a range of quality resources
- Innovative teaching that is creative and engaging

At Glenmere we demonstrate our commitment to working as a learning community by:

- Creating a safe and secure learning environment
- Ensuring pupils are at the centre of all we seek to achieve
- Striving for a spirit of openness, mutual respect, support and understandings
- Building on the positive and celebrating achievements
- Being aware of our weaknesses and reacting constructively to reduce them
- Actively encouraging a positive partnership between pupils, parents, staff, governors and the wider community

We believe it to be important to work closely with different organisations in order to gain knowledge and understanding to provide the best possible provision for all pupils in our school. Anna Freud National Centre for Children and Families is one such organisation. At Glenmere we feel it is important to acknowledge what factors impact on children and young people's mental health and wellbeing which Anna Freud provides a visual representation.



This clearly demonstrates that children's mental health is the result of different factors, including family, community, learning environment and individual factors. In order to do this, we involve the whole school environment.

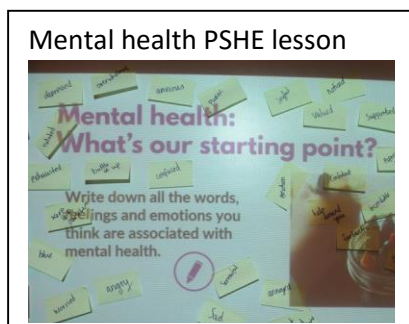
It is important that all involved recognise that an individual's mental health is a continuum, recognising that an individual's mental health can change over periods of time, moving from feeling healthy to feeling mentally ill. We believe it is important to teach this, at an appropriate level to the school community, in an aim to remove the negative stigma associated with mental health.

### Interventions in school

At Glenmere, the emotional wellbeing of pupils is paramount, as well as removing the stigma surrounding this. In order to do this, we have a number of different interventions available to all in school

- Health and Wellbeing workshops where mental health is spoken about openly in a safe environment
- Participation in events such as World Mental Health Day
- Organising own Health and Wellbeing Day
- Healthy Living day where physical and mental health is a key focus
- Workshops for parents aimed at aspects of mental health and wellbeing based on the needs of pupils within the school, especially those ran focusing on anxiety
- A PSHE curriculum that has a specific focus on mental health and wellbeing in each year group
- Assemblies focusing on pupil's understanding of mental health

All of these aspects focus on talking about emotional health and wellbeing, ensuring pupils do not see



mental health as a negative. Work in classrooms focus on understanding that mental health is a spectrum that we can move up and down

In light of recent events, Glenmere has ensured much has and will be carried out in school to support pupils in their return back to school, including regular communication via phone calls, google classrooms and emails to both parents and pupils. Gathering worries and concerns from pupils

Wellbeing wands being made in class

World Mental Health Day



prior to their return to school was essential. Bounce Back - an initiative introduced by EPIC was used and 'Life After Lockdown' will be established across school.

At Glenmere we have a number of support systems in place where members of staff have been trained within different interventions,

- A member of the team is currently undergoing ELSA training
- Bereavement training
- Art Therapy
- Mental Health First Aiders

In addition to this we have Mr Harvey working in school once a week, supporting children for different reasons, including working with children on emotions, wellbeing, mental health, anxieties to name a few. Pupils are identified through conversations with parents, teachers and senior leaders. Some pupils will have focused weekly sessions, where other pupils will have drop in sessions/catch up sessions or one-off sessions based on individual needs. We also offer parents to attend sessions either with their children or without.

### The environment

At Glenmere, the school environment is something which supports pupils in their emotional wellbeing. These include the use of worry monsters within each classroom, reward charts, growth mind set displays, achievement boards around school, buddy benches outside and quiet areas.

## Pupil involvement

We believe it is essential for pupils to be involved in the leadership of school. As a result, we have 'Wellbeing Buddies' who are from Year 6. This involves pupils

- Running weekly drop in sessions to come and speak about their worries
- Run and monitor wellbeing boxes within school where children can put in suggestions for improvements
- Support those at breaks and lunch times
- Run regular 'circle time' activities on the playgroup
- Represent specific classes within school, setting up a buddy system where necessary

As well as this, the school has a School Council with elected and representative members from classes in KS1 and KS2. The council meets regularly to discuss the views of pupils, to make decisions and draw up action plans which contribute to school improvement

## Parental Involvement

In the past year, Glenmere have started running parent workshops, with most recent ones focusing on anxiety ran by both SENCO and an assistant psychologist. Unfortunately, some of our planned workshops and further parental involvement were cut short due to school closures. We look to continue to run workshops and drop in sessions for parents in the coming year, especially to support families in light of the Covid-19 pandemic.

In addition to this, we complete our parent and pupil questionnaires in order to provide insight into parent views and ways to strengthen the school.

## Wellbeing Awards in Schools

As part of improving in our provision across the school, we have been working towards the Wellbeing Awards for Schools. This has enabled us at Glenmere to focus on the provision provided across the school and strengthen many of the systems in place.

'Developed in partnership with the National Children's Bureau (NCB), the Wellbeing Award for Schools is intended to help schools prepare and equip themselves to promote emotional wellbeing and positive mental health across the whole-school community. The vision is to create an education system where good emotional wellbeing and mental health are at the heart of the culture and ethos of our school, so that our pupils, with the support of their teachers, can build confidence and flourish. Evidence shows us that wellbeing is of central importance to learning and attainment, with high levels of wellbeing associated with improved academic outcomes.'

Further information can be found on the school website as well as further links to support pupils and parents/carers

<https://www.glenmere.leics.sch.uk/page/?title=Health+%26amp%3B+Wellbeing&pid=28>

### Healthy Schools

We are involved in the Healthy Schools Initiative and at Glenmere are committed to giving our children the best information we can with regard to healthy lifestyles so that they are able to make informed choices for themselves. We encourage children to develop thinking skills through questioning and debating issues that might arise in their own lives and those of others. Children that are given the opportunity to share their ideas and opinions within the safe environment of the classroom are children who will ultimately grow in confidence, enabling them to make better decisions for themselves both inside and outside of school

### Physical Wellbeing

At Glenmere, we are proud to be awarded Gold in the School Games Mark. We see pupil's physical wellbeing especially important for all pupils.

- In order to do so, we offer a range of sporting opportunities to engage as many pupils as possible.
- We encourage pupils to compete in different sports, teaching children different life skills, especially resilience.
- The sports grant is used to invest in the use of specialist teaching staff whilst training teachers and support staff at the same time.

- In order to encourage pupils who may find sport less engaging than others, Glenmere participates in GARs and GALs.
- A daily boost of exercise has previously been encouraged across the school moving towards implementing active maths and English
- In addition to this Glenmere work in partnership with Learning South Leicestershire School Sports Partnerships

## The Curriculum

### PSHE Curriculum

At Glenmere we are dedicated to delivering teaching that is stimulating and appropriate to every child's needs, ensuring the inclusion of all pupils. All children need to feel valued and should be given the opportunities to succeed to the best of their abilities. PSHE, therefore, is delivered throughout the curriculum both as stand-alone planned lessons, and within the whole school ethos, which continually promotes its central importance to a well-balanced, child-centred curriculum. We teach our PSHE curriculum through the PSHE Association Curriculum in which the PSHE Skills and Knowledge Progression Grid is also used which splits learning into key areas:

Year	Health and Wellbeing	Relationships	Living in the Wider World	Skills	
1	<p><b>Know the risks and effects of harmful and illegal substances</b> Understand the influence of food on health</p> <p><b>Know about the risk of infection in the home</b> Understand the influence of hygiene on health</p> <p><b>Know about the risk of injury and how to prevent it</b> Understand the importance of safety</p>	<p><b>Know the benefits of reciprocal relationships</b> Understand the importance of respect</p> <p><b>Know the benefits of reciprocal relationships</b> Understand the importance of respect</p> <p><b>Know the benefits of reciprocal relationships</b> Understand the importance of respect</p>	<p><b>Know the benefits of reciprocal relationships</b> Understand the importance of respect</p> <p><b>Know the benefits of reciprocal relationships</b> Understand the importance of respect</p> <p><b>Know the benefits of reciprocal relationships</b> Understand the importance of respect</p>	<p><b>Know the benefits of reciprocal relationships</b> Understand the importance of respect</p> <p><b>Know the benefits of reciprocal relationships</b> Understand the importance of respect</p> <p><b>Know the benefits of reciprocal relationships</b> Understand the importance of respect</p>	<p><b>Health and Wellbeing</b></p> <p><b>Relationships</b></p> <p><b>Living in the Wider World</b></p> <p><b>Skills</b></p>
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### Health and Wellbeing

- Healthy lifestyles
- Growing and Changing
- Keeping Safe

### Relationships

- Feelings and Emotions
- Healthy Relationships and Valuing Difference

### Living in the Wider World



- Rights and Responsibility
- Money

### RSE Curriculum

The RSE curriculum in Primary schools is split into two main sections by the DFE:

Relationships Education - by the end of primary school, pupils will have been taught content on families and people who care for me, caring friendships, respectful relationships, online relationships and being safe

Health Education - by the end of primary school, pupils will have been taught content on mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, facts and risks associated with drugs, alcohol and tobacco, health and prevention, basic first aid and the changing adolescent body.

### Life Skills Curriculum

As a school, we have implemented a life skills curriculum known as Personal Growth. We aim to teach children life skills including aspects like empathy, resilience, persistence, respect, responsibility, cooperation, team work, wellbeing, health and perseverance to name a few.

### Work with external agencies

As a school and as part of the OWLS Academy Trust we see it important that we also work closely with external agencies in which we have clear referral systems which are monitored and implemented by the school SENCO. These include (but are not limited to):

- EPIC Psychological and Wellbeing Services
- Healthy Together
- Early Help
- Autism Outreach

### EPIC

EPIC is a school led partnership established to meet the needs of local children, families and schools. The partnership of schools work closely together to develop a high quality service that best supports the need of our Schools.

The service provides high need support for children and families but also aims to develop an effective wellbeing provision to support families, safeguard children's mental health and offer training for all people working with our children. They currently offer:

- Consultation with staff and parents
- Individual work with children
- Training from our core offer
- ASD Pathway work
- Therapeutic approaches
- Drop-ins for staff

Further links for different agencies can be located on the school website.

<https://www.glenmere.leics.sch.uk/page/?title=Links+for+parents+regarding+Special+Educational+Needs+and+family+support+available+to+parents+within+school&pid=57>

If you are concerned at all about your child's emotional wellbeing, then please contact your child's class teacher or SENCO in order to look at what interventions can be put into place.