St Mary's Catholic Primary Voluntary Academy

Wellbeing Policy

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WELL-BEING POLICY

Section 1- Pupil Mental Health and Well-being

1. Introduction

Mental health disorders are on the rise among children.

NHS figures (Nov 2018) shows I in 8 (12.8%) children aged 5-19 years in England have a mental health disorder, which is the first official statistics to be published for 13 years. The Research also showed that 1 in 18 pre-school children aged 2 to 4 years had a mental health disorder.

At St Mary's Catholic Primary Academy School, one of our core aims is to promote positive mental health and wellbeing for our whole school community (children, staff, parents and carers). We recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health and we invest heavily in ensuring this is a high priority and have a clear offer to promote pupils' mental health and wellbeing, noting priorities for the Department for Education (DfE) in terms of the links between key school policies,(Mental Health and wellbeing provision in schools- Oct 2018).

We recognise that children's mental health is a crucial factor in their overall well-being and can affect their learning and achievement. All children go through ups and downs during their school career and some face significant life events.

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that children learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

In addition to children's well-being, we recognise the importance of promoting staff mental health and wellbeing; and this is dealt with in Section 2 of this policy.

We also recognise the impact of the **Early Help Assessment** as an effective tool in signposting support where parental/carer mental health needs are identified, which is highlighted later in this policy.

2. Purpose of the policy

This policy sets out:

- How we promote positive mental health.
- How we prevent mental health problems.
- How we identify and support children with mental health needs.
- How we train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems
- Key information about some common mental health problems.
- Where parents, staff and children can get further advice and support.

3. Definition of mental health and wellbeing

We use the World Health Organisation's definition of mental health and wellbeing

" 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".

Mental health and well-being is not just the absence of mental health problems. We want all children/young people to:

- feel confident in themselves.
- be able to express a range of emotions appropriately.
- be able to make and maintain positive relationships with others.
- cope with the stresses of everyday life.
- manage times of stress and be able to deal with change.
- learn and achieve.

4. Links to other policies

This policy links to our policies on Safeguarding, Medical Needs, Anti-Bullying, SEND and Equality. Links with the School's Behaviour Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet mental health need.

5. A whole school approach to promoting positive mental health

We take a whole school approach to promoting positive mental health that aims to help children become more resilient, happy and successful and to prevent problems before they arise.

This involves:

1. Creating an ethos, policies and behaviours that support mental health and resilience, and which everyone understands.
2. Helping children to develop social relationships, support each other and seek help when they need it.
3. Helping children to develop good resilience skills as pivotal to succeeding.
4. Teaching children social and emotional skills and an awareness of mental health.
5. Early identification of children who have mental health needs and planning support to meet their needs, including working with specialist services.
6. Effective working partnerships with parents and carers.
7. Supporting and training staff to develop their skills and their own resilience.

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

6. Staff roles and responsibilities, including those with specific responsibility

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that children with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems, such as: physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They should also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

Our Inclusion Leader and Mental Health Lead: Anne McIntyre

Our named Governor for Mental Health: Jane Wooliscroft

Our Education Mental Health First Aider: Dianne Roach

Our ELSA Practitioner: Elenor Liens

Our Inclusion Leader and Mental Health Lead:

- Is a Designated Safeguarding Officer
- Leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
- Leads on PSHE teaching about mental health.
- Provides advice and support to staff and organises training and updates.
- Is the first point of contact with mental health services, and makes individual referrals to them.

We recognise that many behaviours and emotional problems can be supported within the School environment, or with advice from external professionals. Some children will need more intensive support at times, and there are a range of mental health professionals and organisations that provide support to children with mental health needs and their families.

 Other sources of relevant support include:

- Our school website: www.stmaryscatholicacademybrigg.org.uk (Key Information, SEN, Emotional Wellbeing and Mental Health)
- North Lincs Local Offer: www.northlincslocaloffer.com
- Young Minds: www.youngminds.org.uk
- Place2be: www.place2be.org.uk

7. Supporting children's positive mental health

We believe the School has a key role in promoting children positive mental health and helping to prevent mental health problems. Our School has developed a range of strategies and approaches including:

- Pupil-led activities
- Place2be Campaigns
- Year 6 Playtime Buddies – a lunchtime group supporting younger children at lunchtime.
- Transition Programmes to secondary schools
- Worry Monsters (or similar) in each class
- ELSA
- CALL
- Wellbeing week – whole school focus on doing things which make us feel good
- Displays and information around the School about positive mental health and where to go for help and support
- Resilience Training and focus through PSHE curriculum
- Wishes and feelings work
- Lego Therapy sessions to improve social communication skills
- Friendship-circle of friends groups
- Buddy benches on the playground
- Wellbeing toolkits in each classroom
- School approved 'Chewbuddy's'™ for those children identified as benefitting from requiring feedback from biting to regulate anxiety levels
- Regular surveys for children's voice to be heard
- Voice of the child work obtained during EHA (Early Help Assessment),TAC(Team Around the Child), CIN(Child in Need) and CP(Child Protection) work.

8.Teaching about mental health and emotional wellbeing

Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems. Please see the PSHE curriculum document.

9. Identifying, referring and supporting children with mental health needs

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of all children is paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

10. Early Identification

Our identification systems involve a range of processes.

We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Daily monitoring of CPOMS(Child Protection Online Monitoring System)
- Completion of school internal SEMH(Social, Emotional, Mental Health) referral form (See appendix 1)
- Boxhall™ Profiling Tool
- SDQ (Social Difficulty Questionnaires),
- Analysing behaviour, exclusions, accident and medical records, attendance and sanctions.
- Staff report concerns about individual children to the relevant lead persons.
- Worry boxes in each class for children to raise concerns which are checked by the Class Teachers and Mental Health Lead (these are anonymous but give an indication of needs in a particular classes regularly).
- Pupil Progress Review meetings
- Regular meetings for staff to raise concerns.
- A parental information and health questionnaire
- Pupil surveys
- Gathering information from a previous school at transfer.
- Ethos that enables children to raise concerns to any member of staff.
- Ethos that enables parents and carers to raise concerns to any member of staff.

All staff at St Mary's Catholic Primary Academy School have had training on the protective and risk factors (see Appendix 2), types of mental health needs (see Appendix 3) and signs that might mean a pupil is experiencing mental health problems. Any member of staff concerned about a pupil will take this seriously and talk to the Inclusion Lead. These signs might include:

- Isolation from friends and family and becoming socially withdrawn.
- Changes in activity or mood or eating/sleeping habits.
- Falling academic achievement.
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or get changed for PE.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff at St Mary's are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour which could include problems with attention or hyperactivity where regular training and INSET acknowledges DfE Guidance 'Mental Health and Behaviour in Schools', November 2018.

This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm then the School's child protection procedures are followed. If there is a medical emergency then the School's procedures for medical emergencies are followed.

11. Disclosures by children and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to children who disclose a concern about themselves or a friend. The emotional and physical safety of our children is paramount and staff listen rather than advise.

Staff make it clear to children that the concern will be shared with the Mental Health Lead/Designated Safeguarding Lead and recorded, in order to provide appropriate support to the pupil. All disclosures are recorded and held on the pupil's confidential file on CPOMS.

12. Tracking of Pupils Social, Emotional and Mental Health (SEMH) progress.

We will carefully track the academic progress and attainment of pupils who have been identified as requiring SEMH support. This is reported at the end of the academic year to the Governing Body.

13. Assessment, Intervention and Support

All concerns are reported to the Mental Health Lead through CPOMS. We then implement our assessment system, which responds to levels of need (1, 2 or 3) to ensure that children get the support they need, either from within the School or from an external specialist service. Our aim is to put in place interventions as early as possible to prevent problems escalating.

1	2	3
General Classroom Support	Early Help Assessment	CAMHs Referral
Access to classroom SEMH Toolkit	Targeted work (ELSA)	Behavioural Team referral
Classroom Worry Monster	Circle of Friends	Educational Psychologist Intervention
Pupil Profile	Lego Therapy Group	
Children and Young Peoples Nursing Team	Boxhall Profiling	Consideration of EHCP Needs assessment
School Internal referral form Parenting Support Programme referral	SDQ	
	EP Referral	
ChewBuddy's	SEND Register (Persistent problems leading to a greater difficulty than peers with their learning)	
Classroom Workshops	Voice of the child/3 Houses	
PSHE Curriculum	Agreed Access to key member of staff or SLT	

We make every effort to support parents and carers to access services where appropriate. Our primary concern is the children, and in the rare event that parents and carers are not accessing services we will seek advice from the Local Authority. We also provide information for parents and carers to access support for their own mental health needs, which may be benefit through completion of an Early Help Assessment if thought relevant, (Lincolnshirechildren.net).

Section 2- Staff Mental Health and Wellbeing

AIMS:

St Mary's Catholic Primary School recognises that staff are its most important resource. We seek to ensure that all staff feel valued, appreciated and that their contribution to the whole school agenda is recognised through personal and professional feedback and support, involvement in school decisions and access to professional development. In addition to acknowledging the school's responsibility to staff well-being, the school also recognises that staff have the primary responsibility for their own health and well-being. This involves taking care of oneself and letting the school know about any aspect of work or the working environment which may be affecting health.

We are committed to ensuring the health, safety and welfare of all employees and we believe that all employees should have the benefit of a working environment that creates a sense of well-being and security. The "working environment" includes the way in which workloads and the workplace are managed as well as the physical conditions in which the work is done. All well-being activities should be focused on all staff working together to improve their working conditions and this should be done within a "no-blame" environment.

PRACTICE:

The Governors and Headteacher assess the working environment continually for any potential sources of stress, illness or related problems. Staff are responsible for alerting the Headteacher at the earliest opportunity, to any situation or factor that may be a source of stress, illness or other related problems. We accept that stress can be a legitimate workplace issue and do not subscribe to the view of it being a sign of personal weakness.

All instances of concerns will be treated with sensitivity and, if necessary, confidentiality in making efforts to reduce or eliminate the source of the stress and in providing support to the employee to minimise any harmful effects and hasten recovery.

We believe it is important that all members of staff have the proper skills, facilities and equipment to be able to do their jobs. We also prioritise clear and regular communication between staff and the Headteacher.

We accept that circumstances in a member of staff's personal life can affect behaviour and performance at work and, whilst it may be beyond the scope of the Governors and Headteacher to directly address those personal issues, it is right that managers take these into consideration in assessing any sense of well-being.

How Staff can support themselves primarily:

- Speaking to a colleague
- Speaking with Mental Health First Aider: Dianne Roach
- Arrangement of mentor or coaching session
- Seeking information from the Staff wellbeing board

CMAT Support:

The Human Resources (HR) Manager at The St Therese of Liseux Catholic Muti-Academy Trust can signpost specialist staff through Occupational Health who can provide professional advice about emotional wellbeing issues.

Occupational Health provides support and advice to schools. By pre-employment medical screening they will ensure that recruits are fit to undertake the range of duties within the job and can identify the type of support that a person may require to perform effectively in the job. In the event of employees suffering ill-health, they will carry out health assessments and, if appropriate, facilitate a return to work.

Health and Safety Advisers provide advice and support to enhance the physical working environment and systems of work. They will also contribute to the risk assessment process.

At St Mary's Catholic Primary School we recognise the importance of addressing any well-being and work related stress issues promptly. The following areas cover the primary sources of stress at work as identified by the HSE:

- Demands – such as workload, work patterns and the work environment.
- Control – such as how much say the person has in the way they do their work.
- Support – such as the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.
- Relationships – such as promoting positive working to avoid conflict and dealing with unacceptable behaviour.
- Role – such as whether people understand their role within the organisation and whether the organization ensures that they do not have conflicting roles
- Change – such as how organisational change (large or small) is managed and communicated in the organisation.

IMPLEMENTATION:

At St Mary's Catholic Primary School we will undertake the following to ensure that the areas outlined above are addressed and that staff well-being remains of paramount importance:

(The following is not placed in priority order)

Email Curfew Staff are encouraged not to send or open emails 6pm-7am or over the weekends. It is acknowledged however that home is often the most convenient place for some staff to complete email admin, all staff have enabled the 'boomerang' facility on their lap-top's to enable them to complete their emails with a delayed sending date and time.

Staff should also not be expected to read or respond to emails during direct teaching time.

Provide Induction training to introduce employees to the working environment and the work methods. Refer to Staff Induction Policy for further details.

Provide regular INSET and training opportunities to enable all members of staff to work efficiently, effectively, safely or within stressful situations, and to be kept informed of the whole school agenda and how all staff can contribute to it; such as: Child Protection training, Health and Safety training, Behaviour Management training, First Aid training etc

The School's Mission Statement is reviewed annually so that both staff and children feel valued and involved in the life of the school. Staff have the opportunity to celebrate staff liturgies together on INSET days, in order to reinforce the Catholicity of the school and to promote the culture of support for one another.

Flexible working arrangements may be possible to accommodate personal circumstances. This should be discussed with the Headteacher in the first instance. Refer to the Staff Absence Policy for further information.

The School's Performance Management Cycle allows for work to be discussed and evaluated and for mutually agreed workloads and targets to be established. All staff have a copy of the Whole School Objectives which identifies how their particular role contributes to the whole school agenda.

Performance Management Meetings take place on an annual basis for both teaching and non-teaching staff. Job Descriptions may also be reviewed at these meetings in order to ensure clarity and to provide an opportunity to discuss workload if necessary. Aspects of work undertaken during the previous academic year will be celebrated, which the school recognises as a vital opportunity to ensure that all staff feel valued and that their contributions to the school are recognised.

The School Development Plan is developed in consultation with all members of staff and the online system 'School Aspect' enables collation of all the information from each member of staff. The Senior Leadership Team review the School Development Plan regularly throughout the course of the year. Each class teacher is responsible for a curriculum area and contribute to the School Development Plan via their Subject Action Plans. Teaching Staff also have opportunities to contribute to whole school development issues at weekly staff meetings. Teaching Assistants are invited to suggest areas that they feel need to be improved throughout the school at Teaching Assistant Meetings. Other members of staff are also encouraged to express their views in terms of school improvement. Any areas for development or improvement suggestions are welcomed from any member of staff at any time of the year. The Headteacher is available to listen to the viewpoints of all members of staff throughout the working week.

The School's Risk Assessment Documents identify areas in which employees' health or safety are vulnerable and provide a means to introduce more adequate control measures. All members of staff are expected to be aware of their own responsibility for health and safety issues identified in the school's Health and Safety Policy. All staff will receive a copy of the school's Health and Safety policy. Copies of the Risk Assessments are available in the School Office and are reviewed annually.

Weekly Staff meetings, Termly Teaching Assistant Meetings, the Staff Room Wellbeing Noticeboard, newsletters, emails and **other means of communicating information** help to ensure that all employees are kept abreast of workplace issues which may affect them. All staff receive weekly copies of the staff meeting minutes. Health and Safety and Wellbeing are a weekly agenda item.

School Policy Documents related to Well Being such as: the Staff Absence Policy, the Sickness Absence Policy, The Health and Safety Policy, the Whistle Blowing Policy, The Grievance Policy and The Equality Policies which cover: Gender, Disability, Equal Opportunities, Race Discrimination 12 and The Anti-bullying Policy are all available to offer support to staff in terms of advice and agreed procedures in dealing with any grievances, conflict or harassment.

Workload re-allocation and/or **re-deployment** may be considered to provide temporary or permanent relief, after discussion with the individual concerned.

Mentoring and/or Coaching may be used to assist individuals to develop their strengths and to strengthen particular areas identified which need developing. This may be undertaken by the Headteacher or any member of staff who is deemed the most suitable person for that role.

The Occupational Health Service can provide advice, support and lifestyle screening and advise on whether rehabilitation following a period of absence can help employees return to work without experiencing a recurrence of the cause of absence.

Paid and **unpaid time off** is available in some circumstances for family emergencies and personal or parental needs. For further details please consult the Staff Absence Policy. Any Special Leave of Absence must be requested in advance to the Headteacher – a request form is available in the School Office

The School Operates an **Open Door Policy** which applies to staff as well as parents. Staff are encouraged to approach the Headteacher or member of the Senior Management Team with any concerns that they have with regard to their well-being.

Feedback to staff, via Lesson Observation or general feedback provides a vital opportunity to celebrate successes and to address any areas for future development which would make further contributions to raising standards of attainment and achievement amongst our pupils.

Staff are encouraged to belong to a **Trade Union / Professional Association**. Staff Consultation takes place on aspects concerning the Working Environment. For example, Subject Managers have access, where possible, to a resources budget; staff are consulted on premises matters such as improvements to different areas of the school building, such as when any improvements to the Staff Room are planned etc

A **Staff Questionnaire/Survey** is utilised regularly, which will include aspects of Staff Wellbeing and will provide evidence to inform the school's Behaviour and Safety Self Evaluation Document, the Whole School Improvement Plan which will include a section of improving staff well-being.

End of Term **Social gatherings** are arranged for all staff members.

It is acknowledged that staff have families and other commitments out of the workplace and therefore all staff are encouraged to adopt a **healthy Work / Life Balance.**

Teaching Staff receive their **full PPA entitlement of 10%** in long sessions rather than in half hourly slots and have the opportunity to take their PPA time off site where possible. Members of the SLT also receive non-contact time on a weekly basis.

All Subject Leaders are given **additional Subject Leader release time** (currently 1 ½ days release per subject per term) to complete the required subject leadership activities for the year. This is budgeted for annually to prioritise equally prioritise all curriculum areas and to ease this workload.

Staff Support Available

Through the following programmes, staff can access additional mental health and wellbeing support.

- Headspace Meditation and sleep app – all staff have free access to this resource.
- HAYS online – Wellbeing Courses – staff have free access to an array of wellbeing courses online.
- EAP (Employee Assistance Programme) – staff have free access to trained counsellors via the EAP programme.

WHEN PROBLEMS ARISE:

The school will provide support and discuss options as appropriate to the circumstances. In some cases this may well include seeking external help such as accessing support from the CMAT Human Resources Manager; Sue Witham. Occupational Health and GP services may also be used. The school will continue to support staff even when external services are involved. The outcome of stressful or threatening incidents will often be influenced by the response of pupils. This will also be considered in a school response. During this time the school will seek at all times to maintain the confidentiality, rights and dignity of the staff involved. This policy should be read in conjunction with the following documents:

- Sickness Absence Policy
- Staff Absence Policy
- Equality Policies
- Whistle Blowing Policy
- Grievance Procedure Policy
- Performance Management Policy
- Health and Safety Policy, including the school's Risk Assessments
- No smoking policy
- Safe Recruitment Policy
- Staff Induction Policy

- Behaviour Management Policy
- Exclusion Policy

The Mental Health and Well Being Policy will be reviewed annually with the Governing Body.