

## **Wellbeing Strategy**

### **Why do we need a wellbeing and mental health strategy?**

St Edmund's and St Benet's Schools are inclusive settings where mental health and wellbeing promotes school success and improvements by:

Promoting positive mental and emotional wellbeing by providing information and support.

- Creating a shared understanding of all aspects of mental health.
- Enabling those with mental health related issues to self-disclose and seek support in a safe confidential manner.
- Offering guidance and strategies, along with the support of Mental Health First Aiders, to support pupils and staff to be mentally healthy.
- Creating a culture to support and maintain positive mental health and wellbeing.
- What is the Mental Health and Wellbeing Strategy?

The Mental Health and Wellbeing Strategy is a guide to define 'how' we are expected to support children and staff with mental health and wellbeing and 'what' practice we implement to support mental health and wellbeing.

The strategy details the systems in place to ensure that mental health and wellbeing is embedded into our culture to support the children and staff.

- We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.
- At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody's business and that we all have a role to play.

#### **At our school we:**

- help children to understand their emotions and feelings better help children feel comfortable sharing any concerns or worries help children socially to form and maintain relationships.
- promote self esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.

#### **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
- 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

## Mental health spectrum



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- Enabling those with mental health related issues to self-disclose and seek support in a safe confidential manner.
- Offering guidance and strategies, along with the support of Mental Health Leads, to support pupils and staff to be mentally healthy.
- Creating a culture to support and maintain positive mental health and wellbeing.

### What is the Mental Health and Wellbeing Strategy?

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### **What do we mean by mental health?**

Mental Health is “the emotional and spiritual resilience which enables us to enjoy life and survive pain, suffering and disappointment. It is a positive sense of wellbeing and an underlying belief in our and others dignity and worth. It is influenced by our experience and our genetic inheritance.”

(World Health Organisation)

Mental health affects all aspects of life and behaviour.

Like physical health, mental health is something we all have. It can range across a spectrum from healthy to unwell; it can fluctuate on a daily basis and change over time, see above spectrum.

### **How does St Edmund's and St Benet's promote positive mental health?**

(Prevention):

- Promote knowledge and understanding of both internal and external support services.
- Encourage and support the whole school community to be positive in its approach to mental health wellbeing.
- Provide guidance and support to all those connected with the organisation to help them develop confidence in their ability to manage mental health and emotional wellbeing.
- Provide appropriate training and information to staff on mental health and emotional wellbeing.
- Have named Mental Health Leads who are the contact point at the school and a Wellbeing Champion who is responsible for co-ordination and delivery of the school's mental health and emotional wellbeing strategy.
- Seek to embed mental health and emotional support across the curriculum

### **How does St Edmund's and St Benet's support mental health?**

Addressing Needs (mechanisms to support children and staff):

- Promote a culture which supports and encourages self-disclosure.
- Use the 'Mental Health Spectrum' to identify children that fall into the 'struggling' and 'unwell' mental health categories and seek support from the school's Wellbeing Lead.
- Provide a framework for responding appropriately to mental health wellbeing.
- Recognise that staff have the responsibility to alert others to potential and actual indicators of mental health needs and to take this action whenever necessary. For pupils, through our Wellbeing referral support system and CPOMS system following our Safeguarding Policy and for staff via Senior Leadership Team.
- Co-operate with other organisations involved in the delivery of mental health and emotional support services.
- Observe the principles of confidentiality and general data protection in respect of mental health and emotional wellbeing.
- Have a strong PSHE and RSHE program.
- Pastoral support worker supporting both children and families
- Emotional literacy implemented through reading across the curriculum

### **What do we do if we believe a child or member of staff needs support?**

Any member of staff who is concerned about the mental health or wellbeing of a student should make a referral to the PSA in the first instance. Using the internal referral form.

If there is a fear that the student is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the Designated Safeguarding Lead or Designated Assistant Safeguarding Lead.

We promote a culture of openness so that pupils and staff can share their worries. Staff are signposted to the Norfolk Support Line if they need further external support.

Any other Safeguarding concerns that are non-urgent should be recorded via CPOMS.

### The wellbeing Test

Score Indicator	0	1	2
<b>Smiling</b>	Looks 'glum'	Occasionally smiles	Smiles readily
<b>Talking with peers</b>	Sits alone and talks to no one	Will talk when prompted	Talks readily with peers
<b>Appearance</b>	'Scruffy'	Generally well-kempt	Cares about appearance
<b>Talking with adults</b>	Barely engages with adults	Will talk with adult when prompted	Talks readily with adults
<b>Attendance and effort</b>	A persistent absentee, frequently late. Little or no effort in lessons/activities	Attendance rate of 90% - 94%, sometimes late. Little/below average effort in lessons/activities	Attendance 95% or better, rarely late. Good effort in lessons/activities

A pupil who scores a 7 or higher is considered to have good emotional wellbeing, while a score of 3 or lower may indicate the need for a structured conversation with our Wellbeing Lead, B Moore.

### Supporting staff to positive mental health and wellbeing

The Governing Body's 'duty of care' towards employees, legislation and case law, require them to manage and safeguard the physical and psychological well-being of the school's employees. We need to have a clear understanding of the causes of absence in order to formulate strategies that address non-attendance (sickness absence). The main causes of absence can be viewed as four distinct areas:

<b>Health and lifestyle factors</b>  Genuine illness / poor health Smoking Excessive use of alcohol Lack of exercise Body weight	<b>Workplace factors</b>  Working patterns Health and safety concerns Travel times Excessive hours Safe place of work Relationships at work
<b>Attitudinal and stress factors</b>  Job satisfaction Career satisfaction Intention to leave Organisational commitment Stress Absence 'culture'	<b>Domestic and relationship factors</b>  Divorce, separation Number of children under 16 Lack of flexible working arrangements Caring responsibilities Financial worries Bereavement

The Governing Body will continue to promote and work towards performance improvement and efficiency, getting the very best from our staff, retaining and attracting the people who are best skilled and well-motivated.

Wellbeing in the workplace is relevant to all employees and everyone can contribute to improved wellbeing at work. Addressing workplace wellbeing can help strengthen the positive, protective factors of employment, reduce the risk factors for mental ill health and improve general health.

To fulfil this commitment the Governing Body and Senior Leadership Team will:

- Make health and wellbeing a core priority. Value the strategic importance and benefits of a healthy workplace. We will encourage a consistent, positive approach to all staff health and wellbeing.
- Make clear the link between employees' health and wellbeing and improved performance.
- Ensure all leaders, including Senior leaders and Governors, are committed to the health and wellbeing of staff and act as good role models.
- Make communication clear to ensure that staff have realistic expectations of what's possible, practical and affordable.
- Be aware that a return to work from sickness does not necessarily indicate that an employee's health and wellbeing has improved. Return to work interview takes into account that aggressive return to work procedures can encourage presentism to the detriment of our school.
- Recruit staff who have the positive leadership traits associated with improved staff health and wellbeing. These traits include being open and approachable and encouraging new ideas.
- Ensure health and wellbeing policies are included in any induction, training and development programmes for new staff.
- Promote Norfolk Support Line as valuable mental health resources to staff.
- Have a proactive and visible commitment to health and safety and its role in improving the health and wellbeing of staff, that is, view health and safety as part of the culture of a caring and supportive employer – not only a statutory requirement.
- Create a supportive environment that enables employees to be proactive when and if possible to protect and enhance their own health and wellbeing.
- Seek to identify potential circumstances that may affect the wellbeing of staff and conduct risk assessments.
- Increase awareness and understanding of how to promote wellbeing at work and the avoidance of absence.
- Ensure advice and guidance is available to leaders in dealing with wellbeing concerns of staff.
- Ensure that there is a culture where there is no expectation that staff communicate about work outside of normal working hours (except in an emergency, eg child protection issues).
- Ensure that all staff take part in a supportive performance management process. This includes a personal growth plan for each individual.
- Conduct an annual (anonymous) staff survey in order to collate information from all staff groups, which will inform future strategies to support the health and wellbeing of staff.

- Where possible, staff are supported with their work/life balance and wellbeing outside the school. Examples of this could include providing staff with paid leave for both special events and celebrations, and time off to deal with family problems.
- All staff are encouraged to take a responsible approach to health and wellbeing issues, including adopting a robust self-management to their own health.

### **Wellbeing Audit**

The protection and fostering of staff wellbeing is increasingly embedded in our management methods and systems. A staff wellbeing audit and a workload audit will be carried out during each academic year to assess and audit current level of wellbeing, so that an Action Plan can be developed - decide where we want to be and then work out how we are going to get there.

### **Working with Parents**

- In order to support parents we will:
- Highlight sources of information and support about mental health and emotional wellbeing on our school website
- Share and allow parents to access sources of further support e.g. through parent forums.
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their child.
- Make our emotional wellbeing and mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

### **Working with other agencies and partners**

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The school nurse
- Educational psychology services
- Behaviour support through CISS (County Inclusive Support Service)
- Paediatricians
- CAMHS (child and adolescent mental health service)
- Counselling services
- Family support workers
- Therapists

### **The Senior Leadership Team are implementing:**

- Offering free flu jabs through the MAT.
- Promote mindfulness or contemplative practices such as yoga, reiki, meditation, emotional freedom techniques, breathing exercises, stress reduction workshops.
- Provide ideas on how to raise a serious subject in a more accessible or fun way, e.g. Macmillan Coffee Morning, Jeans for Genes, Race for Life, World Mental Health Day.

- Have an area where staff can rest and have some 'peace and quiet' at break times and lunch times.
- Signpost health events and occupational health support.
- Set up a Whatsapp system across all staff to improve communications.
- Introduce a coaching and buddy scheme amongst staff.
- Say thank you – Shout out boards in staffrooms
- Staff gift afternoons for Christmas shopping
- Reduction in Staff meetings – only twilights throughout the year focused on subject development/planning/assessment
- Reduction in unnecessary paperwork that is not having an impact on pupil progress or outcomes – such as lengthy reports or pupil progress meeting forms
- Promote a culture of 'do less but better'
- PPA at home
- No marking policy (live feedback) to reduce the workload
- Encouraging the leave before 5pm as routine
- Ensuring staff are trained around ACES and being trauma informed
- Provide worry boxes in all classrooms for pupils
- Assemblies that promote wellbeing and good mental health – Young Minds and NSPCC for example
- Therapy Dog visits each week for pupils who are most vulnerable