*'We can and we will'*

**GLEBE  PRIMARY  SCHOOL**

# POSITIVE MENTAL HEALTH & WELL-BEING POLICY

## Contents

## **Mission Statement**

At Glebe Primary School, we believe in an ethos that values the whole child. We strive to enable all children to reach their full potential academically, socially and emotionally.

## **Introduction**

The World Health Organisation states; " Mental health is an integral and essential component of health... 'Health is a state of complete physical, mental and social well-being and not merely the absence of disease or infirmity.' An important implication of this definition is that mental health is more than just the absence of mental disorders or disabilities.

Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and is able to make a contribution to his or her community.

Mental health is fundamental to our collective and individual ability as humans to think, emote, interact with each other, earn a living and enjoy life. On this basis, the promotion, protection and restoration of mental health can be regarded as a vital concern of individuals, communities and societies throughout the world. " ( https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response February 2022)

At our school, we aim to promote positive mental health for every member of our staff and pupil body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils. We know we are 'first class' at supporting children with social emotional and mental health needs but there is always more we can do. This policy helps aid consistency of approach and equality of provision for our pupils and support our staff in their wellbeing also.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. All children go through ups and downs through their school career and some face significant life events. About 10% of children aged 5 to 16 have a diagnosable mental health need and these can have an enormous impact on their quality of life, relationships and academic achievement. The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy". (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools__.pdf February 2022)

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 pupils well-being and can help engender a sense of belonging and community. Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils 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.

The school, as an employer, also has a duty to ensure the health, safety and welfare of its employees as far as reasonably practicable. It is also required to have in place measures to mitigate as far as practicable factors that could harm employees' physical and mental well-being, which includes work-related stress. This duty extends only to those factors which are work-related and within the school's control.

This policy accepts the Health and Safety Executive definition of work-related stress as "the adverse reaction a person has to excessive pressure or other types of demand placed on them". There is an important distinction between 'reasonable pressures' which stimulate and motivate and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them.

## Aims

This policy Aims to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health.
- Provide support for staff members who are suffering mental ill health.
- Create a working environment where potential triggers of work-related stress are avoided, minimised or mitigated, as far as practicable, through good management practices, effective Human Resources policies and staff development.
- Increase SLT and employees' awareness of the causes and effects of stress.
- Develop a culture that is open and supportive of people experiencing stress or other forms of mental ill-health.
- Develop the competence of senior leaders so that they manage staff effectively and fairly.
- Engage with staff to create constructive and effective working partnerships both within teams and across the school.
- Establish working arrangements whereby employees feel they are able to maintain an appropriate work life balance.
- Encourage staff to take responsibility for their own health and well-being through effective health promotion programmes and initiatives.
- Encourage staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.

## Legislation and Guidance

Our school's Positive Mental Health and Well-Being Policy Statement also draws on:

- DfE (Department for Education) Guidance "Keeping Children Safe in Education, 2021"
- DfE Guidance Promoting children and young people's mental health and wellbeing A whole school or college approach 2021
- DfE Guidance Mental Health and behaviour in Schools (2018)
- DfE Advice for Schools Working Together to Safeguard Children 2018,
- The Mental Health of Children and Young People in England 2016
- The Education Act 2002
- Every Child Matters 2003
- The Children Act 2004

- [Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#)
- [The 5 Steps to Mental Health & Well-Being (Anna Freud Centre)](#)
- [Health and Safety Executive Stress and Mental Health at Work](#)
- [Health and Safety at Work Act 1974](#)
- [Management of Health and Safety at Work Regulations 1999](#)
- [Working Time Regulations](#)
- [Disability Discrimination Act 1995](#)
- [Equalities Act 2010](#)

Other policies to read alongside this are:

- Safeguarding and Child Protection Policy
- Supporting Children with Medical Conditions in School
- Prevent Policy
- E-Safety/ Online Safety Policy
- Anti-Bullying Policy
- Behaviour Policy
- Behaviour Matrix
- Staff Code of Conduct
- Social Media and Networking Policy
- Whistle Blowing Policy

## **Key Members of Staff for Promoting Positive Mental Health and Well-Being**

Whilst all staff have a responsibility to promote the mental health of pupils. Staff with a specific, relevant remit include:

- **Melanie Penney** - Designated Safeguarding Lead (DSL)
- **Clare Sheldon**- Pastural Lead, Well-Being Lead and member of the Safeguarding team and Well-Being team
- **Katie Rhodes** -Senior Mental Health Lead and member of the Safeguarding Team and Well-Being team
- **Fatema Jan**- PSHE Lead,  RSE Lead and Member of the Well-Being Team
- **Danique Lubbers**: member of the Well-being Team
- **Joe Dwyer and Jennifer Griffiths**- Members of the Safeguarding team
- **Emma Varney** – School Welfare Assistant, registered nurse and Attendance Officer.

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to a member of the lead team in the first instance. If there is a fear that the pupil is in danger of immediate harm, then the normal child protection procedures should be followed with an immediate referral to the designated child protection officers. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Where a referral to CAMHS (Children's' and Adolescents Mental Health Service) is appropriate, this will be led and managed by the SENCO, Pastural Lead and the HT.
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## A Whole School Approach to Promoting Positive Mental Health

We take a whole school approach to promoting positive mental health that aims to help pupils become more resilient, be happy and successful and prevent problems before they arise. This encompasses seven aspects:

1. Creating an ethos, policies and behaviours that support mental health and resilience that everyone understands
2. Helping pupils and staff to develop social relationships, support each other and seek help when they need to
3. Helping pupils to be resilient learners
4. Teaching pupils social and emotional skills and an awareness of mental health
5. Early identification of pupils who have mental health needs and planning support to meet their needs, including working with specialist services
6. Effectively working with parents and carers
7. Supporting and training staff to develop their skills and resilience

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues and aim to create an open and positive culture that encourages discussion and understanding of mental health issues. We aim to be a 'talking school' with an 'Open Door Policy' for all members of the school community.

# Supporting Pupils' Positive Mental Health

We believe we have a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our school has developed a range of strategies and approaches including:

### Pupil-led Activities

- Campaigns and assemblies to raise awareness of mental health Transition Support
- Support for vulnerable children, for example, Speech and Language (SALT) support small group work such as Lego Therapy or Social Communication groups
- Drama Therapy
- Transition meetings with parent/carers, pupils and relevant staff
- Yearly Transition Passports for vulnerable children
- Transition Passports available for all staff to be aware of vulnerable children's needs
- Key Adults might support secondary school visits with vulnerable pupils
- Play leaders to support pupils at play time

### Class Activities

- Worry boxes
- Kindness/Compliment Boards
- Mindfulness and breathing/meditation in class
- Classroom scripts and signposting
- Online Safety lessons

### Whole School

- o New RSE and PSHE curriculum
- o Social & Emotional Aspects of Learning (SEAL) resources
- o Anna Freud Schools in Mind resources
- o Place2Be resources
- o Assembly themes
- o Children's Mental Health Week
- o Anti-Bullying Week
- o Internet Safety Day
- o Using the Power of Reading to explore themes and learn about emotions, difference, loss, bullying, change, resilience, etc.
- o Displays and information around the school about positive mental health and where to go for help and support both within the school and outside the school
- o Using INCAS, attitudes towards school will be assessed and analysed
- o Pupil wellbeing surveys.
- o Growing Together Champions (School Council members within classes)

## Small Group Activities

- o Small friendship, social skills groups
- o Lunch Club support
- o The Cloud sensory room for those children who are finding the classroom overwhelming
- o Drama Therapy (Give Space)
- o Equal Arts for a sense of community for military children.
- o PSD sports groups for social skills.
- o Lego therapy
- o Talk About social Skills
- o Social Stories

## Teaching about Mental Health and Emotional Well-being

- o Through PSHE, and RSE, we teach the knowledge and social and emotional skills that will help pupils to be more resilient, understand about mental health and help reduce the stigma of mental health problems.
- o The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our developmental PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.
- o We will use guidance and resources from Heads Together; Mentally Healthy Schools website https://www.mentallyhealthyschools.org.uk/ to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner which helps rather than harms. Resources such as Anna Freud Centre's campaign 'You're Never Too Young to Talk Mental Health ' are useful for assemblies, Y5/6 debate and PSHE lessons. https://www.annafreud.org/what-we-do/schools-in-mind/youre-never-too-young-to-talkmental-health/
- o Across the curriculum we also teach about critical thinking and assessing for ourselves the validity of what we read online using resources such as

https://goingtoofar.lgfl.org.uk/   https://www.getbadnewsjunior.com/#play
https://theguardianfoundation.org/programmes/newswise/schools/unit-of-work

## Signposting

- o We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community. What support is available within our school and local community, who it is aimed at and how to access it
- o We will display relevant sources of support in communal areas such as common rooms and toilets and will regularly highlight sources of support to pupils within relevant parts of the curriculum.
- o Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:
  - ▪ What help is available
  - ▪ Who it is aimed at
  - ▪ How to access it
  - ▪ Why to access it
  - ▪ What is likely to happen next

## Our approach is to:

- • provide a safe environment to enable pupils to express themselves and be listened to
- • ensure the welfare and safety of pupils as paramount
- • identify appropriate support for pupils based on their needs
- • involve parents and carers when their child needs support
- • involve pupils in the care and support they have
- • monitor, review and evaluate the support with pupils and keep parents and carers updated

## Warning Signs

School staff may become aware of warning signs which indicate a pupil, or a parent/carer is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with a member of our Safeguarding Team, or our Well-Being Lead.

Possible warning signs include:
- • Physical signs of harm that are repeated or appear non-accidental
- • Changes in eating / sleeping habits
- • Increased isolation from friends or family, becoming socially withdrawn
- • Changes in activity and mood
- • Lowering of academic achievement
- • Talking or joking about self-harm or suicide
- • Abusing drugs or alcohol
- • Expressing feelings of failure, uselessness or loss of hope
- • Changes in clothing – e.g. long sleeves in warm weather
- • Secretive behaviour

- Skipping PE or getting changed secretively
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause

## **Early Identification**

Our identification system involves 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:

- Identify individuals that might need support
- Working with the school office staff who are often the first point of contact with families seeking support
- home visits in Foundation Stage 1 and Foundation Stage 2 to identify needs
- Induction meetings for pupils / families joining after the Reception year
- Analysing behaviour, exclusions, visits to the medical room, attendance and weekly Behaviour Passports
- Using CPOMS to track children identified as having difficulties
- Pupil surveys
- INCAS attitudes scores
- Staff report concerns about individual pupils to the Inclusion Manager/SENCO and Safeguarding Team
- Worry boxes in each class for pupils to raise concerns which are checked by the class teacher
- Gathering information from a previous school at transfer or transition
- Parental meetings
- Enabling pupils to raise concerns to class teacher and support staff
- Enabling parents and carers to raise concerns through the school class teacher or to any member of staff - we have an 'Open Door Policy'
- Drop-ins with School Nurse or Educational Psychologist
- Children self referring to Pastural Lead
- Observations from Senior Leaders on the gates in the morning.

## **Working with Parents**

Where it is deemed appropriate to inform parents, we need to be sensitive in our approach. Before disclosing to parents we should consider the following questions (on a case by case basis):

- Can the meeting happen face to face? This is preferable.
- Who should be present? Consider parents, the pupil, other members of staff.
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues and many may respond with anger, fear or upset during the first conversation. We should be accepting of this (within reason) and give the parent time to reflect.

We should always highlight further sources of information and give them leaflets to take away where possible as they will often find it hard to take much in whilst coming to terms with the news that you're sharing. Sharing sources of further support aimed specifically at parents can also be

helpful too e.g. parent helplines and forums. We should always provide clear means of contacting us with further questions and consider booking in a follow up meeting or phone call right away as parents often have many questions as they process the information. Finish each meeting with agreed next step and always keep a brief record of the meeting on the child's confidential record.

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:
- Highlight sources of information and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this, if they have concerns about their own child or a friend of their child
- Make this policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information evenings
- 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
- Post Positive Mental Health Strategies on Class Dojo and in the Newsletter
- Signpost parents to local mental health support groups through the newsletter and Classdojo.

## Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:
- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend help (e.g. signs of relapse) Additionally, we will want to highlight with peers:
- Where and how to access support for themselves • Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling
- As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe.

## Working with Specialist Services to get swift access to the right Specialist Support and Treatment

In some case a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, school refusal and other complex needs. We make links with a range of specialist services and have regular contact with the services to review the support and consider next steps, as part of monitoring the pupils' provision. School referrals to a specialist service will be made by the Pastural Lead and or SENCO following the assessment process and in

consultation with the pupil and his/her parents and carers. Referrals will only go ahead with the consent of the parent/carer and when it is the most appropriate support for the pupil's specific needs.

| Specialist Service | Referral Process |
|---|---|
| CAMHS | Accessed through school, GP or parental referral |
| Pastural Lead & Emotional Literacy Support | Accessed through teacher, self or parental referral |
| Drama Therapy | Accessed through Pastural or SENCO referral |
| Lego therapy? | |
| Educational Psychologist | Accessed through SENCO referral |
| Early Help Referral | Accessed through the Safeguarding Team |
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| | |

# Supporting Staff's Positive Mental Health

Workplace wellbeing represents a culture which places employee physical, mental and social health high on the school agenda. Wellbeing is here defined as the combination of physical and mental health of an individual.
'Health and wellbeing is about being emotionally healthy as well as physically healthy. It is feeling able to cope with normal stresses and living a fulfilled life.' (National Institute for Health and Clinical Excellence)

Glebe Primary School understands and accepts our duty to ensure the health, safety and welfare of our staff as far as reasonably practicable. Our school believes that by promoting and fostering emotionally and physically healthy staff, we achieve the best for our children. We are required to have in place measures to mitigate factors which could harm our employees physical and mental wellbeing, including work-related stress. This duty extends only to those factors which are work-related and within the school's control.

This policy recognises that there are many sources of work-related stress and that stress can result from the actions or behaviours of managers, employees or students. The Health and Safety Executive have produced a number of Management Standards which cover the primary sources of stress at work that, if not properly managed, are associated with poor health and well-being, lower productivity and increased sickness absence. These are:

- **Demands** – i.e. workload, work patterns and the work environment.
- **Control** – i.e. how much say the person has in the way they do their work.
- **Support** – i.e. the encouragement, sponsorship and resources provided by the organisation, line management and colleagues.
- **Relationships** – i.e. 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 organisation ensures that they do not have conflicting roles.
- **Change** – such as how organisational change (large or small) is managed and communicated within the organisation.

Workplace wellbeing is known to have a positive impact on happiness, engagement, recruitment and productivity. We recognise that improving the wellbeing of employees will improve the wellbeing of their families and the wider community we serve.

This policy accepts the Health and Safety Executive definition of work-related stress as
*'The adverse reaction a person has to excessive pressure or other types of demand placed on them.'*
There is an important distinction between 'reasonable pressures' which can stimulate and motivate and 'stress' where an individual feels overwhelmed and unable to cope with excessive pressures or demands placed on them. When demands and pressures are excessive or prolonged, some people find that their ability to cope is negatively affected. This can manifest in a range of ill health effects for the individual and can have negative consequences for the school.

A person experiences stress when they perceive the demands of their work are greater than is their ability to cope. We define 'coping' as balancing the demands and pressured placed on you with your skills and knowledge. In addition, stress can occur from having too few demands. People can become bored, feel undervalued and lack recognition. If they feel they have little or no autonomy over the work they do, this can also cause stress.

Finally, staff may have aspects of their personal lives that make them more vulnerable to stress at work or have an influence on their work performance. For example, illness, family issues or financial difficulties.

## Roles and Responsibilities

## Role of all staff

All staff are expected to:
- Treat each other with empathy and respect
- Keep in mind the workload and wellbeing of other members of staff
- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance
- Report honestly about their wellbeing and let other members of staff know when they need support
- Follow the school's policy on out-of-school hours working, including guidance on when it is and isn't reasonable to respond to communications
- Contribute positively towards morale and team spirit
- Use shared areas respectfully, such as the staff room or offices
- Take part in training opportunities that promote their wellbeing

## Role of Year Leaders and Phase Leaders

Middle Leaders are expected to:

- Maintain positive relationships with their staff and value them for their skills, not their working pattern
- Provide a non-judgemental and confidential support system to their staff
- Take any complaints or concerns seriously and deal with them appropriately using the school's policies
- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance
- Make sure new staff are properly and thoroughly inducted and feel able to ask for help
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures

## Role of Senior Leaders

Senior staff are expected to:

- Promote information about, and access to, external support services
- Help to arrange personal and professional development training where appropriate
- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular surveys and structured conversations
- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes are made
- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives
- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school
- Establish a clear policy on out-of-school hours working, including on when it is and isn't reasonable for staff to respond to communications, and provide clear guidance to all stakeholders
- Make sure that the efforts and successes of staff are recognised and celebrated
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about, and access to, external support services, and make sure that there are clear routes in place to escalate a concern in order to access further support
- Organise extra support during times of stress, such as Ofsted inspections
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that led to their resignation
- Appoint a Mental Health First Aid Lead and Senior Mental Health Leads and ensure that they

receive appropriate and regular training

- Complete risk assessment for any staff who present with mental health issues.
- Review marking policy with staff. Take pupil voice on feedback which does and does not help them and amend work expectations accordingly.
- Undertake staff well being surveys throughout the year to monitor stressors.
- Make sure staff are able to attend family and special performances which involve their children (e.g. Nativities, music concerts, parents' evenings etc).
- Discuss morning arrangements with all staff, particularly those with split families. Are staff members able to maintain contact with their child's school? Are they able to drop their child at school or collect them at a point in the week?
- Reinforce message that Planning, Preparation and Assessment (PPA) time can be taken at home.
- Absence management and return to work procedures to be reviewed to make sure individuals are supported back into work following illness or injury.
- Regularly meet with those who have expressed concerns over their own mental health.

## Role of the governing board

The governing board is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment
- Appoint a Wellbeing governor. The person who is responsible for this currently is Jennifer Campbell.
- Monitor and support the wellbeing of the headteacher
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

### Impact of The Staff Well-Being Policy

The school will use the following to assess the impact of this policy

- Leaders are positive role models;
- Decision making processes are clearly understood and supported by staff;
- Opportunities are provided for all staff to socialise and relax with each other;
- New staff are supported with an appropriate level of induction;
- An 'open door' management system that responds quickly to problems;
- A welcoming and tidy staff room that is sensitive to issues of race, gender, homophobia, culture and disability;
- The quality of staff facilities and accommodation eg access to refreshment, adequate seating and toilet facilities;
- The regular and systematic monitoring of staff absences, staff/pupil/parent relationships and the recruitment and retention of staff.
- Teachers to receive advice and guidance on their first PPA day from either a member of the Senior Leadership Team or Phase Leader

## <u>Examples of Good Practice</u>

- All Staff are encouraged to leave early one day a week e.g. Friday by 4:00pm; – the Senior Leadership Team will set the example for others to follow;
- Teachers are allowed to take PPA at home;
- A day each year is given to teachers to write reports;
- At least one INSET Day of the year includes a treat e.g. lunch or breakfast;
- Time is provided for subject leaders and Phase Leaders to complete major tasks;
- Time is set aside for tasks such as moderation, medium term planning, pupil progress meetings, annual reviews etc;
- Staff have an exit interview with the chair of governors;
- Toiletries are provided for all staff to use;
- Tea and coffee are provided during parental consultations;
- Staff are directed towards the LGFL Staff Well-Being Support Services;
- Posters, signposting staff to various support services, displayed in staffroom and in staff toilets;
- On the staff Newsletter, Well-Being will be promoted and staff signposted to local organisations;
- Well-Being Surveys will be undertaken and analyzed at least twice a year;
- A Well-Being Audit will undertaken at least twice a year;
- There will be a Well-Being Team who set actions according to the surveys and audits undertaken across the year;
- The Marking Policy will be regularly reviewed to ensure impactful but a lower workload
- Staff will be given leave for important medical appointments and life events;
- Leaders will ensure staff are personally thanked after going above and beyond usual tasks or completing difficult ones;
- Leaders will regularly check in with all members of staff especially after pressure points in the year, both professionally and personally;
- All staff will be entitled to a moving day;
- Where possible, staff will be supported in completing out of work studies
- Staff receive personal deliveries to school office (deliveries are accepted on the assumption that the products are appropriate to be delivered and the school is not responsible for the delivery);
- Teachers will be given a laptop to be able to perform school tasks.
- Absence Insurance offer the following wellbeing services. - Physiotherapy - Counselling - Weight Management - Nurse Support Service - Menopause Support - GP Phone & Video Consultations - Cancer and Chronic Illness Support - Private Medical Operations - Health Screening Days - Stress Awareness Sessions

**Written: February 2024**
**To be reviewed: February 2026**

## Appendix A Protective and Risk factors (adapted from Mental Health and Behaviour DfE March 2016)

| | Risk Factors | Protective Factors |
|---|---|---|
| In the Child | • Genetic influences<br><br>• Specific development delay<br>• Communication difficulties<br>• Physical illness<br>• Academic failure<br>• Low self-esteem<br>• SEND | • Being female (in younger children)<br><br>• Secure attachment experience<br>• Outgoing temperament as an infant<br>• Good communication skills, sociability<br>• Being a planner and having a belief in control<br>• Humour<br>• Problem solving skills and a positive attitude<br>• Experiences of success and achievement<br>• Faith or spirituality<br>• Capacity to reflect |
| In the Family | • Overt parental conflict including domestic violence<br>• Family breakdown (including where children are taken into care or adopted)<br>• Inconsistent or unclear discipline<br>• Hostile and rejecting relationships<br>• Failure to adapt to a child's changing needs<br>• Physical, sexual, emotional abuse or neglect<br>• Parental psychiatric illness<br>• Parental criminality, alcoholism or personality disorder<br>• Death and loss – including loss of friendship | • At least one good parent-child relationship (or one supportive adult)<br>• Affection<br>• Clear, consistent discipline<br>• Support for education<br>• Supportive long term relationship or the absence of severe discord |
| In the School | • Bullying<br>• Discrimination<br>• Breakdown in or lack of positive friendships<br>• Negative peer influences<br>• Peer pressure<br>• Poor pupil to teacher relationships | • Clear policies on behaviour and bullying<br>• 'Open door' policy for children to raise problems<br>• A whole-school approach to promoting good mental health<br>• Positive classroom management<br>• A sense of belonging<br>• Positive peer influences |
| In the Community | • Socio-economic disadvantage<br>• Homelessness | • Wider supportive network<br>• Good housing |

| | | |
|---|---|---|
| | • Disaster, accidents, war or other overwhelming events<br>• Discrimination<br>• Other significant life events | • High standard of living<br>• High morale school with positive policies for behaviour, attitudes and anti-bullying<br>• Opportunities for valued social roles<br>• Range of sport/leisure activities |