

Promoting Positive Health and Well-Being Policy



Agreed by Governors	Autumn 2022
Date for Review	Spring 2024



PROMOTING POSITIVE HEALTH AND WELL-BEING

Policy Statement

This policy describes the school's approach to promoting positive mental health and wellbeing. It is intended to provide guidance for all staff including non-teaching staff, governors and information for parents/carers.

Mental health is 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. (World Health Organisation)

At Westfield Infant School, we aim to promote positive mental health for pupils, staff and parents/carers. In addition to promoting positive mental health, we aim to recognise and respond to mental ill health. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly and indirectly by mental ill health. Staff recognise that all pupils need the foundation of positive mental health to benefit fully from all the opportunities available to them.

Healthy relationships underpin positive mental health and have a significant impact.

Whole School Approach

At Westfield Infant School we aim to promote a mentally healthy environment where pupils:

- have opportunities to participate in activities that encourage belonging;
- have opportunities to participate in decision making;
- have opportunities to celebrate academic and non-academic achievements;
- have their unique talents and abilities identified and developed;
- have opportunities to develop a sense of worth through taking responsibility for themselves and others;
- have opportunities to reflect;
- have access to appropriate support that meets their needs;
- have a right to be in an environment that is safe, clean, attractive and well cared for;
- have the opportunity to see practice and develop links between school and home;
- are surrounded by adults who model positive and appropriate behaviours, interactions and ways of relating at all times.

A mentally healthy environment has:

- a clear and agreed ethos and culture that accords value and respect to all;
- a commitment to being responsive to pupil's needs;
- clear guidelines for internal and external referrals;
- strong links with external agencies to provide access to support and provide information;
- an ethos that 'mental health is everyone's business.'

The Policy aims to:

- Promote positive mental health in all staff, pupils and members of the community;
- 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 pupils and adults with mental health issues;
- Provide support to pupils suffering mental ill health and their peers and parents/carers.

Lead Staff Members (See Keeping Children Safe at Westfield Infant School Policy)

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

Adam Squires (Headteacher)	:	Designated Safeguarding Lead
Katy Chuter (Deputy Headteacher)	:	Deputy Designated Safeguarding Lead
Judy Wood	:	Deputy Designated Safeguarding Lead
Laura Taylor	:	SENDCo
Pip Guest	:	Subject leader for PSHE
Zoe Knight	:	Pastoral Manager
Bev Chilolo	:	Governor

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to one of the above adults. 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 Safeguarding Lead. 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 is appropriate, this will be led and managed by the SENDCo.

Individual Care Plans (See SEND Policy)

For pupils causing concern or who receive a diagnosis pertaining to their mental health an Individual Care Plan will be agreed. This should be drawn up involving the pupil, the parents/carers and relevant health professionals. This can include:

- Details of a pupil's condition;
- Special requirements and precautions;
- Medication and any side effects;
- What to do, and who to contact in an emergency;
- The role the school can play.

Teaching about Mental Health (See PSHE Policy)

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 PSHE curriculum.

The specific content of lessons of the teaching and learning will have an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

Signposting

We will ensure that staff, governors, parents/carers and pupils are aware of sources of support within school and in the local community.

School Based Support

What it is?	Who it is suitable for?	How it is accessed?
ELSA sessions Emotional Literacy 1:1 or small groups	Pupils who need support to regulate and understand emotions	Referral forms
Mud Busters Forest School based initiative in the outdoors for groups of 10	Pupils with low self-esteem and confidence. Pupils who need to build on skills of co-operation	Year group agenda
Luncheon Club A small supported group for eating lunch	Pupils who have specific issues with eating food or eating in a busier environment	Staff referral or Parent/Carer concerns
Social Communication Groups Small groups to develop social skills	Pupils with poor or inappropriate social skills	Assessments and Year Group meetings
Breakfast Club To give FSM/PPG pupils a positive start in preparation for the school day	FSM	Eligible for FSM and Pupil Premium Grant
Drawing and Talking A therapeutic intervention for pupils	Pupils who have suffered trauma or have underlying emotional difficulties	Staff referral or Parent/Carer concerns

Local Support

What it is?	Who it is suitable for?	How it is accessed?
SENDIASS Provides support for Parents/Carers/pupils through the Education Health Care Assessment	Parents/Carers of pupils who have been referred for statutory assessment	Through SENDCO
Educational Psychologists	SEND pupils who need support beyond our expertise	SENDCO to make referral
Oakfield Behaviour forum for advice Observations to give support	Pupils with extreme behavioural issues	SENDCO to make referral
Early Help Early action for support with families	Pupils and families who are at risk of developing problems	SENDCO to make referral
Dorothy Goodman Outreach Specialised support and advice	SEND pupils who need support beyond our provision	SENDCO/MLD lead teacher to make referral
STS Staff supporting pupils with hearing impairment, visual impairment and Autism, Learning difficulties and physical difficulties	SEND pupils who need support beyond our expertise	SENCO/MLD lead teacher to make referral
School Nurse	All pupils and families	Staff referral
Play Therapists Sessions to support pupils	Pupils with emotional needs	Referral through Headteacher

emotional needs through play		
When a specific need is identified staff are able to signpost to additional support and services e.g Laura Centre, Young Carers, ASD Solutions etc.		

Warning Signs

Staff may become aware of warning signs which indicate a pupil is experiencing mental health or emotional well-being issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns with lead staff members (above).

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;
- 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 secretly;
- Lateness to or absence from school;
- Repeated physical pain or nausea with no evident cause;
- An increase in lateness or absenteeism.

Managing Disclosures (See Keeping Children Safe at Westfield Infant School Policy)

A pupil may choose to disclose concerns about themselves or a friend to any member of staff. The concern should be reported to the designated safeguarding lead using the same procedures as a safeguarding concern.

Confidentiality (See Confidentiality Policy)

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concerns about a pupil on then we should adhere to the confidentiality policy and be mindful of:

- Who we are going to talk to;
- What we are going to tell them;
- Why we need to tell them.

Working with Parents/Carers

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

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

It can be shocking and upsetting for parents/carers 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/carer 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 are sharing. Sharing sources of further support aimed specifically at parents/carers 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/carers 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.

Working with All Parents/Carers

Parents/Carers 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/carers we will:

- Highlight sources of information and support about common mental health issues;
- Ensure that all parents/carers are aware of who to talk to, and how to seek support, if they have concerns about their own child or a friend of their child;
- Make our Promoting Positive Mental Health and Well-being Policy easily accessible to parents/carers;
- Share ideas about how parents/carers can support positive mental health in their children through our regular information evenings.

Training

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.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year to promote learning or understanding about specific issues related to mental health.

STAFF WELL-BEING POLICY

- **Staff Well-being Co-ordinator** : **Adam Squires**
- **Governor Well-being Co-ordinator:** **Bev Chilolo**

Introduction

The health and well-being of all staff members is a very important issue for everyone. Westfield Infant School is committed to protecting the health, safety and welfare of its employees as far as reasonably practicable. This duty extends only to those factors which are work-related and within the school's control.

The Governors and senior management are committed to fostering a culture of positivity, co-operation, trust and mutual respect where employees can work at their optimum level. At Westfield Infant School everyone contributes to providing a happy, caring workplace where all staff members work as a team and support each other in a bright and clean environment. We recognise that workplace stress is a health and safety concern and acknowledge the importance of identifying and reducing workplace stressors.

Staff members are encouraged to take on new challenges and are supported in doing this by others. Staff achievement is recognised and valued by others within the school.

This policy is applicable to all employees and is a whole school policy that helps staff recognise and respond to mental health and emotional well-being issues. Governors and Senior Leaders are responsible for its implementation and for providing the necessary resources.

Definition of Stress

The Health and Safety Executive defines stress as 'the adverse reaction people have to excessive pressure or other types of demand placed on them'. This makes an important

distinction between 'reasonable pressure', which can be a positive state that stimulates and motivates if managed correctly, and 'stress' where an individual feels they are unable to cope with excessive pressures or demands placed upon them which can be detrimental to health.

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 pupils. 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 are:

- Demands – i.e. workload 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 and resources provided by the school, 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 school and whether the school ensures that they do not have conflicting roles.
- Change – such as how change (large or small) is managed and communicated within the school.

Listening Culture

One of the most important ways to promote positive mental health is to ensure a listening culture. At Westfield Infant School we aim to create an environment where staff feel able to voice their concerns about themselves and about others safe in the knowledge that they will be listened to and receive support rather than judgement. All staff members are invited to air their views, ideas and feelings about all issues concerning the school at formal and informal meetings. The impact of changes on staff well-being and health will be considered and staff views and feelings are explored before changes are implemented.

Staff Workload: the 'work life' balance

The staff team at Westfield Infant School are all dedicated people who work hard throughout the day (both at school and at home) to ensure the smooth running of the school and to create the best and most effective teaching and learning environment for the pupils that can be provided. We are committed to ensuring every member of staff takes breaks throughout the day and has a 'safe haven' to take a break. It is recognised that staff manage their workloads according to their personal style and preferred method. It is the responsibility of staff to identify their preferred style and be aware of their capacity. Staff try wherever possible not to add to workloads and to offer help out and share tasks wherever they can. This strategy of 'sharing the workload' is recognised to be of particular importance when members of staff are experiencing an increased workload due to staff absence.

However, there are also ways in which staff workload can be reduced, and a healthy 'work life' balance maintained. These include

- Only holding meetings when necessary and, if possible, limiting them to an hour in length.
- Reducing paperwork and bureaucracy
- Where possible, allowing staff to work from home (e.g. during PPA time)
- Allowing time for medical appointments or other personal or family business that cannot take place outside of school hours
- Unless absolutely necessary, not communicating with staff in the evenings or at weekends

Responsibility

Governors and Senior Leadership Team will:

- Support steps taken to develop a culture of co-operation, trust and mutual respect within the school. Unacceptable behaviour will not be permitted and decisive action will be taken when issues are brought to the attention of the governors or Senior Leaders.
- Champion good management practices and the establishment of a work ethos which enables employees to maintain a reasonable 'work life balance.'
- Promote effective communication and ensure that there are procedures in place for consulting and supporting employees on changes in the organisation, to management structures and working arrangements.
- Encourage staff to participate in initiatives and events undertaken that promote health, well-being and more effective working.
- Ensure that risk assessments relating to stress have been conducted and any recommendations implemented.
- Ensure staff are fully trained to discharge their duties and staff are provided with professional development opportunities.
- Be vigilant and offer additional support to a member of staff who may be experiencing stress outside work, e.g. bereavement or separation.
- Seek the views of employees on the effectiveness of the Staff Well-being Policy and stress management arrangements using staff surveys and other appropriate questionnaires.

Staff will:

- Treat colleagues and all other persons with whom they interact during the course of their work with consideration, respect and dignity.
- Co-operate with implementing the Staff Well-being Policy, attending briefings and raise their own awareness of the causes and effects of stress on health.
- Raise concerns if they feel there are work issues that are causing them stress and having a negative impact on their well-being.
- Take responsibility for their own health and well-being by adopting healthy lifestyles.
- Take responsibility for their own development skills as one of the means to enable them to work effectively in their team and so reduce of the risk of stress.
- Take responsibility for working effectively in their assigned roles, thus helping to avoid causing stress to their colleagues.
- Accept opportunities for counselling when recommended.

Local Authority – Human Resources:

- Provide specialist advice and training on stress.
- Support individuals who have been off sick with stress and advise them and the school on a planned return to work.
- Refer to workplace counsellors, Occupational Health advisers or specialist agencies as required.
- Helpline counselling support from Medical Insurance.
- Help monitor the effectiveness of measures to address stress by collating sickness absence statistics.

Arrangements for Well-Being and Stress Prevention through Good Management Practices

These can include the following:

- Recruitment and selection procedures.
- Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job.
- Agreed knowledge, skills and behaviours for managers, to be cascaded through to all levels of management.
- Training and Development procedures to ensure that individuals have the necessary skills and competencies to undertake the tasks/duties required of them.

- Promotion and reward procedures.
- Managing performance procedures.
- Capability and absence management and return to work procedures to ensure that individuals are supported back into work following illness.
- Suitable adaptations for disability.
- Harassment and anti-bullying procedures.
- Procedures for communicating with employees on the work of the school and issues affecting their work.
- Whistleblowing procedures.
- Regular supervision of staff

Monitoring and evaluation

The implementation of this policy will be monitored by the governors' Health and Safety' sub-committee and the Well-being Team through the following ways:

- Monitoring of risk assessments;
- Analysis of staff absence data;
- Monitoring of workloads;
- Monitoring of staff surveys/questionnaires.

Links with other policies

This policy has particular links with the Health and Safety, Absence/Attendance Management for Staff, Code of Conduct for Employees, Communications, Complaints, Continuous Professional Development for Staff and Governors, Induction of Staff and Students/ITT, Lone Working, Performance Management, Single Equality, Staff Capability, Staff Discipline, Staff Grievance and Whistleblowing Policies and Procedures.

References

DfE background documentation
 DfE report on workload and data management
 DfE report on workload and planning
 DfE report on workload and marking
 NASUWT – Health and Safety at Work

The policy will be reviewed in spring 2024; however it will always be updated to reflect personnel changes.

Adopted by the Governing Board and Signed by
 Chair of Governors

Date: 23.11.22