



Bailey Green Staff and Pupil Mental Health and Well-Being Policy

1. Rationale

At Bailey Green, we are committed to promoting positive mental health and emotional wellbeing for all pupils, families, members of staff and governors. Our open culture allows all voices to be heard, and through the use of effective policies and procedures we aim to provide a safe and supportive environment for all affected.

We recognise that our school community - staff, pupils and parents are our most important resource and are valued, supported and encouraged to develop personally and professionally within a caring, purposeful learning community.

We recognise that there is a direct correlation between the wellbeing of our staff and the wellbeing of our pupils, and that the culture and ethos of a school are determined by the extent to which staff and pupils work towards a shared vision.

We believe that it is essential that all staff and pupils feel part of a valued team, have the opportunity to express their views and that staff are supported to manage their workload within a culture that supports a healthy work-life balance.

This purpose of this policy is to ensure that we embrace the many school practices that support staff and pupil mental health and wellbeing, to minimise the harmful effects of stress and ensure that there is cohesion in working towards health and wellbeing for all. It outlines some of the ways in which we commit to maintaining staff and pupil wellbeing, and it recognises that each individual pupil and member of staff and their circumstances are different, but provides an overview of the basis on which everyone can contribute, and expect to be treated.

We have achieved the WAS Award (Well-being Award for Schools) twice.

At Bailey Green, we define Mental Health and Resilience as:

Good Mental Health Individuals are mentally healthy when they have the ability to:

- develop psychologically, emotionally, intellectually and spiritually
 - initiate, develop and sustain mutually satisfying personal relationships
 - use and enjoy solitude
 - are aware of others and empathise with them
 - experience happiness and can play and learn
 - develop a sense of right and wrong
 - resolve (face) problems and setbacks and learn from them.
 - develop a sense of self and identity
- Resilience is the ability to bounce back from the disappointments and difficulties we all experience. It is the ability to build protective factors in our lives which promote and protect our emotional wellbeing when faced with every knock-backs and unexpected changes.

Individuals are mentally healthy when they have the ability to:

- develop psychologically, emotionally, intellectually and spiritually
- initiate, develop and sustain mutually satisfying personal relationships
- use and enjoy solitude
- are aware of others and empathise with them
- experience happiness and can play and learn
- develop a sense of right and wrong
- resolve (face) problems and setbacks and learn from them.
- develop a sense of self and identity
- understand that it is ok to experience all emotions- e.g happiness, sad, anger

2. Aims

We aim to ensure that our school:

- promote positive mental health and emotional wellbeing for our community
- enable staff to understand how and when to access support; both for themselves and pupils and signpost.
- supports staff and pupil mental health and wellbeing
- minimises stress
- helps staff to keep a healthy work-life balance
- helps staff to manage their family and work responsibilities
- ensures staff and pupils feel valued
- recognises and promotes the importance of a happy team
- Ensure that student welfare and staff wellbeing is on the weekly staff meeting agenda.
- involves staff and pupils in decision making
- takes account of equality implications.

3. Roles and responsibilities

Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of pupils and each other. However, key members of staff have specific roles to play:

- Senior Mental Health Lead
- Designated and Deputy Safeguarding Leads
- SENDCOs
- PSHE Leads
- Thrive and Nurture practitioners.

All staff above wear clear coloured lanyards to ensure children and staff know who to speak to.

The senior leadership team (SLT), governing body and school staff will work towards an ethos where everyone is valued, where respect, empathy and honesty are the cornerstones of all school relationships and where health and wellbeing are held central to school practice. We expect all staff and pupils to show respect and empathy for each other, and to treat confidential information sensitively and according to school policy.

The governing body is responsible for:

- fulfilling its duty of care as an employer
- monitoring the workload of the headteacher
- receiving any concerns from members of staff
- ensuring that the resources are in place to keep staff workload at healthy levels
- reviewing this policy in conjunction with the headteacher
- considering how its own members are treated and valued
- ensuring that demands are not placed on individual members of staff that interfere unfairly with their work-life balance
- operating a sensitive performance management policy
- ensuring that other school policies and procedures take account of staff wellbeing
- overseeing that change management is operated in a fair and reasonable way.

The headteacher is responsible for:

- providing personal and professional development.
- providing a non-judgemental and confidential support system such as coaching, mentoring and pastoral support for staff
- monitoring the workload of members of staff and being alert to signs of stress
- listening to the views of members of staff and providing a range of strategies for involving staff in school decision making processes
- ensuring that the efforts and successes of staff are acknowledged and celebrated
- acting as gatekeeper and prioritising reforms and innovations
- ensuring that staff are equipped with the right training to do the job confidently
- ensuring that staff feel valued and that time is set aside for them
- providing meeting guidelines that are agreed upon and followed
- planning the year's timetable considerably bearing in mind staff commitments
- providing a set budget for staff facilities, environment and welfare
- including in performance management meetings opportunity for staff to discuss their aspirations and career intentions
- making special arrangements, where possible, to enable staff to combine the demands of family life and work life
- recognising that staff may have experiences in their personal lives that may make them vulnerable to pressures at work, and which may have a temporary influence on their work performance e.g. health issues, bereavement or loss, or personal circumstances
- ensuring accessibility and the accessibility of SLT to members of staff
- ensuring that there are effective methods of communication
- ensuring support services are made available or signposted on behalf of members of staff where additional specialist support is needed
- maintaining contact with staff during long absences
- ensuring that a mentor system operates within the school and especially for each new members of staff and that the staff induction process is put into place
- conducting risk assessments for work-related stress
- relevant time protected for staff such as PPA, staff meeting time for reports etc.

The headteacher implements these responsibilities with the support of appropriate staff such as the deputy headteacher, senior leaders and pastoral staff and who all strive to be positive role models through their own practice.

Members of staff are responsible for:

- treating one another and pupils with empathy, respect and kindness
- taking care of their own health and safety at work and communicating with key staff where they need support
- being committed to the ethos of staff and pupil wellbeing and keeping in mind the workload and wellbeing of colleagues
- valuing all pupils and members of staff in the school and acknowledging the important role that everyone takes
- contributing to the ethos and social aspects of school life where possible to build morale and effective team spirit
- developing and respecting shared areas where possible so that there is space to relax as well as appropriate work spaces.

4. Support in specific circumstances

The school will provide support and discuss options as appropriate to specific circumstances. We have one Senior Mental Health Lead, five level 2 trained Mental Health First Aiders, 4 trained Thrive practitioners, 1 Art therapist and we have a partnership with Connect the North Tyneside Mental Health Support Team.

All teaching assistants have been trained by the SEND leader at the local authority to support nurture. In some cases, it may be necessary to seek external services but the school will continue to support even when external services are involved.

Staff are encouraged to arrange medical appointments outside of school hours. Where this is not possible, support will be given on an individual basis.

Where possible, staff are supported with their work-life balance and wellbeing outside the school. This could be through providing staff with paid leave for special events and celebrations, or time off to deal with specific family circumstances or crisis.

5. Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our developmental PSHE curriculum, circle times, assemblies and in the culture of the school. We also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

In addition we will ensure that

- Opportunities to experience challenges in the outdoor environment are taken frequently
- Pupils are encouraged to act as role models within the school environment
- A commitment to follow a healthy lifestyle is developed through participation in varied, relevant, realistic and enjoyable activities
 - Walk and talk with an adult/ Monty our school dog.

6. Targeted support

The school offers support through targeted approaches for individual pupils or groups of pupils which may include:

- Circle time approaches or 'circle of friends' activities.
- Managing feelings resources e.g. 'worry boxes'
- Nurture groups and 1:1
- Thrive
- Art Therapy
- Well-being ambassadors
- Partnership with the North Tyneside Mental Health Support Team, Connect
- Signposting- We will ensure that staff, pupils and parents/carers are aware of the support and services available to them, and how they can access these services. Within the school (noticeboards, electronic display boards etc.) and through our communication channels (newsletters, website, parents app), we will share and display relevant information about local and national support services and events.

7. Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's or member of staff's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil 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 the designated child protection and safeguarding officer or the Senior Mental Health Lead as appropriate.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

8. Assessment, interventions and support

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SENDCO to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible.

9. Working with parents and carers.

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment.

To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home.
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.
- Working in partnership with the North Tyneside Mental Health Support Team, consulting for advice.

When a concern has been raised, teachers or the Mental Health Lead and SENDCO will:

- Contact parents to discuss the outcome of any assessment (although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care and protection plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Working with specialist services

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support.

- Educational Psychology Services
- CAMHS (child and adolescent mental health service)
- School Health Service
- Children's and Family Services
- North Tyneside Mental Health Support Team Connect
- Family support workers
- Counselling Services

10. Mental Health and Wellbeing of staff

We recognise that a healthy happy workforce is required to deliver the best education for all our pupils. As a school we are committed to encouraging staff to develop a good work life balance and lead healthy working lives.

We offer the following to support our staff's positive mental health:

- A dedicated staff room for relaxation and healthy eating.
- A dedicated warm, peaceful and well-equipped PPA room.
- We organise a number of social events throughout the year for staff to participate in.
- We provide lunch/breakfast on all INSET dates to promote good relationships and give time for staff to socialise
- SLT have an open-door policy for all staff

- SLT proactively support staff who are suffering with their wellbeing and regular 1:1 meetings are held to discuss openly.
- SLT take staff mental wellbeing into consideration when deploying staff to various roles around school and adjust workload when needed.
- Staff meetings are held weekly where individuals can air their views and feel supported.
- Staff complete a wellbeing questionnaire
- We offer an open- door policy and respond to parents promptly with calls and face-to-face meetings.

11. Mental Health and Wellbeing of parents and carers

Parents and carers are valued and welcomed into school. We communicate regularly, consult and engage with parents/carers through newsletters, parent meetings and parent events throughout the year. We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing. We work in partnership with parents and carers to promote emotional health and wellbeing by:

- Encouraging parents into school for events
- Ensuring Senior Leadership Team (SLT) has a high presence on gates and at events
- Offering regular SEND and Speech and Language Parent meetings to share progress and targets.
- Offering support to help parents or carers develop their parenting and academic skills, for example, Phonics or Maths drop-ins
- Offering parents consultation times before, during and after school to suit varied work commitments.

12. 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 where it becomes appropriate due to developing situations with one or more pupils.

13. Related policies

This policy should be read in conjunction with policies for:

- Safeguarding
- Managing sickness and absence
- Equal opportunities
- Performance management
- Health and safety
- Attendance management and procedure
- Whistleblowing.