



## VISION STATEMENT

Our vision is to create a community based on Catholic faith and values where every child is empowered to be the best he or she can be, nurtured by outstanding teachers, staff and governors

# Mental Health and Wellbeing Policy 2022

# St Martha's Catholic Primary School Mental Health and Wellbeing Policy

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## Mental Health and Wellbeing Policy Statement

At St Martha's, we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers) and we recognise the importance and impact this has on our children's learning and achievements. Our caring, spiritual and 'family' culture ensures our approach is rooted in mutual respect and kindness, with each individual being heard and contributions are valued. We understand that everyone experiences life challenges at different times and some that may need additional emotional support and we all collectively work together to implement an open conversation without judgement.

### 1: At our school we aim to:

- Help children 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,
- Help children to develop emotional resilience and to manage setbacks,
- Encourage children to be confident and 'be the best they can be,'
- Promote positive mental health and understand the importance of staff wellbeing,
- Train and support all staff to understand mental health issues and spot early warning signs to help prevent or address mental health problems,
- Promote where parents, staff and children can get further advice and support.

## **2: We promote this through:**

- A universal, whole school approach where we promote pupil and staff voice and give opportunities to participate in decision making,
- Specialist and targeted support for those experiencing short and long term difficulties including bereavement,
- Staff training sessions on specific areas of Mental Health,
- Promoting our school ethos and values encouraging a sense of belonging,
- Celebrating academic and non-academic achievements as well as celebration days, to allow children and parents/carers an opportunity to develop their understanding and seek help for any issues they may be experiencing,
- Providing opportunities to share, reflect and be listened to in a safe and nurturing environment.

### **2.1 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 providing practical assistance or emotional reassurance,
- Report honestly about their wellbeing and let other members of staff know when they need support,
- 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.

### **2.2 Role of the Wellbeing Leads**

*Sarah Chapman, Lucy Symonds*

Wellbeing Leads 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 including COVID19, and take that into account during any appraisal or capability procedures,
- Promote information about and access to external support services,
- Help to arrange personal and professional development training where appropriate,
- Monitor the wellbeing of staff through regular surveys and structured conversations,
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible.

### **2.3 Role of senior staff**

Hayley Pink: Head Teacher and Mental Health Champion.

Senior staff are expected to:

- 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,
- Make sure job descriptions are kept up-to-date, with clearly identified responsibilities and staff being consulted before any changes,
- 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,
- 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, this may also be via email, as some things happen at short notice.

- Provide resources to promote staff wellbeing, such as training opportunities,
- Promote information about and access to external support services,
- Organise extra support during times of stress, such as Ofsted inspections and COVID19 regulations.

## **2.4 Role of the governing board**

*Anneliese Yaxley*

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,
- 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.

## **3. Managing specific wellbeing issues:**

The school will support and discuss options with any staff that raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by wellbeing leads or senior staff. This could be through:

- Giving staff time off to deal with a personal crisis,
- Provide opportunities external support, such as counselling or occupational health services,
- Completing a risk assessment and following through with any actions identified,
- Reassessing their workload and deciding what tasks to prioritise.

At all times, the confidentiality and dignity of staff will be maintained.

## **5. Monitoring arrangements:**

This policy will be reviewed annually by Lucy Symonds and Sarah Chapman (Wellbeing Leads). At every review, it will be approved by the full governing body.

# Mental Health and Wellbeing Report

AREA	RESPONSE
<p>STAFF WELLBEING REPORT – Staff wellbeing survey was sent out to all staff to complete in November 2021. Consisted of 15 questions that needed a 1-5 rating or a comment (See below).</p>	
<p>48 responses – overall really positive – 12/14 of the questions scored a 4 rating or above. Based on these results we conducted a follow up 5 question consultation on those that had a rating of 3 or that we felt staff could make suggestions of improvement on. These were the following:</p>	
<p>I am asked about my wellbeing</p>	<ul style="list-style-type: none"> <li>• Wellbeing display in the staff room</li> <li>• SLT are present in school at all times</li> </ul>
<p>Our school actively promotes a healthy work-life balance for staff.</p>	<ul style="list-style-type: none"> <li>• Staff room has been adapted to include lots of wellbeing and mindfulness areas.</li> <li>• Introduced Golden ticket day</li> <li>• PPA can be at home or school and a dedicated room has been given for this.</li> <li>• Half a term subject lead session</li> <li>• Mental Health awareness days are celebrated and in the school calendar to promote.</li> </ul>
<p>I am consulted and supported at times of change</p>	<ul style="list-style-type: none"> <li>• Weekly Friday emails to go over news or upcoming events sent to all staff.</li> <li>• SLT present and available for conversations.</li> <li>• Staff meetings minutes.</li> </ul>
<p>My skills and abilities are valued and appreciated.</p>	<ul style="list-style-type: none"> <li>• 'Best team ever' display in staff room for new members of staff to get to know others and who to go to for expertise.</li> <li>• Regular performance management meetings.</li> </ul>
<p>Our school allows me to have a professional dialogue with others over challenging issues if or when they arise.</p>	<ul style="list-style-type: none"> <li>• Grouped subject leadership meetings set up.</li> </ul>
<p>CHILDREN'S WELLBEING REPORT – KS1 and KS2 wellbeing survey consisting of 3/4 questions to be carried out per class.</p>	

AREA	RESPONSE
What makes you happy and safe at school?	<ul style="list-style-type: none"> <li>Friends, staff, reading, colouring, playing.</li> </ul> <p>“The teachers are always there for you. My teachers keep us safe.”</p> <p>“...just playing altogether at school.”</p> <p>“My friends, fun activities and learning new things.”</p> <p>“I like everything.”</p>
When upset, who can I ask for help?	<ul style="list-style-type: none"> <li>All children were able to identify someone at school they felt comfortable to speak to. All roles including teachers, dinner ladies, friends, LSAs and our pastoral team were mentioned.</li> </ul>
What would make school even happier?	<p>3 main focuses:</p> <ul style="list-style-type: none"> <li>Lots were happy and couldn't think of anything to change.</li> <li>Some wanted the school to mix again as a whole school (pre-COVID) <b>FROM THIS – YELLOWS/BLUES PANCAKE RACING RATHER THAN KS1/KS2, SCHOOL OPEN AS A WHOLE BEFORE REGISTRATION.</b></li> <li>More playtimes, equipment, favourite lessons etc.</li> </ul>
STAFF TRAINING	
Recognizing Mental Health and Wellbeing in children.	<ul style="list-style-type: none"> <li>Mental Health Referral Team staff meeting – referrals being made already.</li> </ul>
ACTION POINTS TBC	
<ul style="list-style-type: none"> <li>Wellbeing Governor to be appointed to ensure the wellbeing of SLT is looked after.</li> </ul>	
<ul style="list-style-type: none"> <li>Wellbeing budget - End of Term treats to be confirmed.</li> </ul>	

# Wellbeing Survey

Please answer the questions using a rating of 1-5 stars. 1 being the lowest and 5 being the highest. If you have any additional comments on any of the questions, please comment at the end.

1. Our school has a supportive culture and ethos in which I can flourish.
2. I am asked about my wellbeing.
3. Our school actively promotes a healthy work-life balance for staff.
4. I am consulted and supported at times of change
5. All staff model respectful and inclusive behaviour towards each other and pupils.
6. I am clear about my role in the school and that of other staff
7. I am able to do my job well.
8. I have opportunities for professional development.
9. Written and electronic communications are clear and effective.
10. My skills and abilities are valued and appreciated.
11. Our school allows me to have a professional dialogue with others over challenging issues if or when they arise.
12. If I was struggling, I would feel comfortable about asking for help.
13. I know where to get support in and out of school.
14. I think that our school is a happy and enjoyable place to work.
15. Any additional comments or wellbeing issues. \_\_\_\_\_

# Staff Wellbeing Consultation

Please comment below on how we can improve these areas across the school.

1. How can we improve? I am asked about my wellbeing
2. How can we improve? Our school actively promotes a healthy work-life balance for staff.
3. How can we improve? I am consulted and supported at times of change
4. How can we improve? My skills and abilities are valued and appreciated.
5. How can we improve? Our school allows me to have a professional dialogue with others over challenging issues if or when they arise.