



## 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 2020

# **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 Curson, Elliott Odell.*

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 of School 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**

*WELLBEING Governor to be confirmed.*

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 Curson, Sarah Chapman and Elliott Odell (Wellbeing Leads). At every review, it will be approved by the full governing body.