Mental Health and Wellbeing Policy

STATUS:	DATE AGREED:	REVIEW DATE:
Policy: statutory/ recommended/ additional	July 2022	July 2023
WRITTEN BY:	**GB SIGNATURE:**	
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CONSULTATION:		
Staff, Governors, Pupils		
RESOURCES AND LINKS TO OTHER POLICIES		
DFE Education Staff Wellbeing Charter Therapeutic Thinking Behaviour Policy Anti-Bullying Policy	Safeguarding Policy Grievance Procedure Whistleblowing Policy Staff Code of Conduct	

PURPOSE AND AIMS:

This policy sets out our approach to mental health and wellbeing for all parties.
Mental health and wellbeing is an important part of the pastoral care of our whole community – this includes both the children in our care as well as our own staff and the families within our community. We recognise the importance of taking care of our own mental wellbeing, taking actions and encouraging others to include positive mental activities as part of a healthy lifestyle. Whether this is providing opportunities to talk to others, or take part in activities promoting mental health.
Those experiencing mental health difficulties should not face discrimination and the school is committed to helping to identify these difficulties and supporting people to overcome them.
We recognise that stress and other aspects of difficult mental health are normal everyone will experience mental health difficulties at some point in their lives and we have an inclusive ethos which encourages support and respect for both staff and pupils.

At Spurcroft, we want all children to learn and achieve well. This is underpinned by them learning to:

- Understand their emotions and experiences;
- Form and maintain friendships and other relationships;
- Be able to express a range of emotions appropriately;
- Develop resilience and cope with setbacks;
- Manage the stresses of everyday life and be able to deal with change;

We maintain a mentally healthy environment for pupils and staff by:

- Promoting our school rules and values, and encouraging a sense of belonging and community;
- Providing opportunities to develop self-worth;
- Valuing all staff and pupils for who they are;
- Supporting our children and staff to have their say and participate in decision-making;
- Teaching about relevant strategies and ways to support themselves;
- Raising awareness amongst staff about early warning signs and symptoms of mental health issues;
- Supporting staff who are struggling with their own mental health problems.

We follow the DfE Education Staff Wellbeing Charter.
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1034032/DfE_Education_Workforce_Welbeing_Charter_Nov21.pdf

INTERNAL AND EXTERNAL SUPPORT OFFERS

At an internal level, we are able to offer the following support for mental health and wellbeing:

- ELSA (Emotional Literacy) sessions for pupils
- Check-ins with Pastoral Lead/ Family Support Worker or other appropriate staff for both pupils and staff
- Stress risk assessment for staff written in conjunction with line managers

At an external level, we are able to offer the following:

- Referrals to the Mental Health Support Team for pupils
- Mental Health Support Team support for staff
- Referrals to Occupational Health for staff

STAFF ROLES AND RESPONSIBILITIES:

Senior Lead for Mental Health: Jo Griffiths
Designated Safeguarding Lead: Kate Flowerdew
Deputy Safeguarding Leads: Jo Griffiths, Claire Exton, Jenny Thwaite, Anna Curylo

All staff:

- All staff are responsible for being aware of their own mental health and knowing their own signs and symptoms of poor mental health;
- All staff are responsible for informing their line manager if they are struggling with their own mental health or wellbeing and need support to cope with their role or workload within school;
- All staff are responsible for supporting each other and informing relevant staff or SLT if they notice a colleague or pupil who is struggling with their mental health or wellbeing (See Appendix 1)

The Senior Lead for Mental Health:
Spurcroft has a Senior Lead for Mental Health. They act as a champion for mental health and wellbeing, working in conjunction with the leadership team.
Their role is not to provide interventions, but to have a whole school overview and to coordinate the school's approach to positive mental health and wellbeing.
As endorsed by the Department for Education, they will:

- Oversee the whole school approach to mental health and wellbeing, including how it is reflected in the design of behaviour policies, curriculum and pastoral support, how staff are supported with their own mental wellbeing and how pupils and parents are engaged;
- Support the identification of at risk children and staff exhibiting signs of mental ill health;
- Undertake half-termly surgeries with the Mental Health Support Team to discuss any emerging mental health needs of individual pupils or staff and, where necessary, complete referral forms where it is deemed the appropriate next step;
- Have knowledge of the local mental health services for both staff and pupils and have clear links into mental health services to refer children and young people into NHS services where it is appropriate to do so;
- Coordinate and have an oversight of the delivery of mental health interventions where these are being delivered in the educational setting;
- Support staff in contact with children with mental health needs to help raise awareness, and give all staff the

confidence to work with young people;
• Oversee and monitor the outcomes of interventions, on children and young people's education and wellbeing;
• Report to the Governing Body on Mental Health and Wellbeing across the school, including a written report 3 times a year in conjunction with the Headteacher's Report

The Leadership Team:
The leadership team work in conjunction with the Senior Mental Health Lead and take responsibility for supporting the mental health and wellbeing of the staff they line manage and the pupils in their care.
With support from the Senior Mental Health Lead, they will:

- Ensure that a Wellness Action Plan is completed with any new members of staff joining their team as a part of the induction process;
- Revisit the Wellness Action Plan as part of the Performance Management process with their staff to ensure this is up to date and relevant throughout the year;
- Monitor the general wellbeing of their staff on a day-to-day level through informal conversations and check-ins;
- Be aware of the processes to follow if they or staff in their team have concerns about the wellbeing of a colleague;
- Be aware of any children in their care who are receiving internal or external interventions for mental health needs and be a point of contact where necessary for this;
- Be aware of the processes to follow if they or staff in their team have concerns about the mental health of a pupil in their care (see Appendix 2).

Teaching staff:
The teaching staff are likely to be the first point of contact for parents who have concerns around their child's wellbeing or mental health or they may identify these needs themselves within the classroom setting. In conjunction with parents, the leadership team and the Senior Mental Health Lead (SMHL), teachers will:

- Log any wellbeing or mental health concerns of children in their care on Behaviour Watch and copy the relevant leadership member and the SMHL in for their awareness;
- Communicate any concerns about individual children with the parents/ carers promptly and record these conversations;
- Liaise with the SMHL on any children for whom a referral to the Mental Health Support Team (MHST) may be appropriate;
- Complete any paperwork regarding referrals in a timely manner, adhering to any deadlines;
- Liaise directly with the MHST worker where this is requested for updates on any work being undertaken with an individual pupil in their care;
- Implement any strategies or recommendations from interventions for the pupils within school, monitor and report on the impact of these.

STAFF- PROCESSES, SUPERVISION AND SUPPORT

Induction for new staff
As part of the induction process, all new staff will be asked to complete a 'Wellness Action Plan' (see Appendix 2) and share this with their line manager during their induction meetings. This will create an open dialogue and allow for staff to be responsible for identifying their own stresses, also allowing line managers to be aware of signs and signals which might show the staff member is struggling. These will be revisited formally during Performance Management meetings and informally as needed in between these times.

Supervision
Staff roles within school require a differing level of supervision. The frequency and duration of supervision is adjusted according to the complexity and caseload of the staff, in addition to other factors, which could affect their mental health. Any staff can request additional support where needed where their wellbeing is affected as outlined in Appendix 1.

Supervision will take the following forms:

What type of supervision and when?	Who will be involved?	What is the purpose of supervision?
Debrief following a high level behavioural incident which has required the suspension of a pupil.	• Staff who were involved in dealing with the incident • Staff who were directly affected by the incident e.g. hurt by a pupil • A member of SLT	• To establish what was effective about the way the incident was dealt with. • To establish what might not have been effective and what lessons can be learnt. • To plan for the return of the pupil and any provision or support required.
Weekly supervision for Pastoral/ Family Support Worker	• Pastoral/ Family Support Worker • Line manager (Headteacher)	• To discuss case load of families and managing this • To discuss any difficult cases and a chance to share ideas/ feelings around these
Fortnightly supervision for staff working 1:1 with pupils	• 1:1 staff member • SENCo	• To discuss any difficult or dangerous behaviour and how staff member is feeling about this and managing this emotionally • To identify any additional CPD or support needed • To share any other information relevant to supporting the child's needs
Teaching staff	•	•
Support staff	•	•
	•	•

HOW CAN STAFF SUPPORT THEIR OWN MENTAL HEALTH AND WELLBEING?

Staff can proactively support their own mental health and wellbeing in many ways on a day to day basis. The mental health charity 'Mind' suggest the following: *'Self-care techniques and general lifestyle changes can help manage the symptoms of many mental health problems. They may also help prevent some problems from developing or getting worse.'* *https://www.mind.org.uk/information-support/types-of-mental-health-problems/mental-health-problems-introduction/self-care/*

Throughout the school, we promote the '5 Ways to Wellbeing' for both staff and pupils as an evidence based means for improving and supporting mental health and wellbeing.



In addition, there is a wealth of support and advice for supporting mental health and wellbeing. Detail on these can be found in Appendix 3.

PUPILS- CURRICULUM AND SUPPORT

Teaching of mental health and wellbeing takes a cross-curricular approach across Spurcroft and children are taught

about mental health and wellbeing in the following subjects:

- PSHE
- PE
- Computing (E-Safety)
- Whole school assemblies
- Science (keeping healthy)
- RE

Wellbeing Tree



As part of our Health and Wellbeing Award, we worked to create a collaborative Mental Health Tree where children shared their own ideas and strategies for managing 'big feelings'.
Children were taught about different ways they might 'feel' these feelings and how they might be able to recognise this in themselves.

Wellbeing Champions

Pupils in Year 5 are given the opportunity to become Wellbeing Champions. Their role in school includes the following:

- To promote key whole school dates relating to mental health and wellbeing e.g. Children's Mental Health Week, Walk to School week, Healthy Eating week etc.
- To promote the 5 Ways to Wellbeing across the school
- To undertake whole school assemblies to inform and teach pupils about mental health and wellbeing
- To provide peer support for children on the playground using the Anna Freud Peer Mentoring resources

Staff who have concerns around a child's mental health or wellbeing can speak directly to the Senior Mental Health Lead and follow the processes outlined in Appendix 4.

Mental Health and SEND

Some children with additional needs are more at risk of developing mental health difficulties. It is important that this is considered during provision with pupils with a SEND need and that communication between parents and teachers is open as some children may display mental health needs at home but not in school.

The Mental Health Support Team

The Mental Health Support Team (MHST) launched in January 2020 and aims to support and promote mental health within schools. Spurcroft School is one of the schools across the local area that the MHST works with, as part of a larger Government initiative across England. The MHST provides early intervention, evidence-based treatments for mental health concerns, such as anxiety and low mood. They work in variety of ways, including individual face-to-face work, group work and parent and school staff support. The team consists of different professionals, who all are experienced in mental health and are friendly and easy to engage with.

MONITORING AND EVALUATING:

Monitoring arrangements

In addition to meetings between the SMHL, Headteacher, Mental Health Governor and Leadership team, staff

wellbeing is monitored through a twice-yearly staff survey in conjunction with the Mental Health Support Team. The result of these will be shared openly with staff.

Appendix 1- Reporting Mental Health and Wellbeing Concerns for Staff

Staff member identifies a concern with **their own** wellbeing/ mental health.

Staff member identifies a concern with **a colleague's** wellbeing/ mental health.

The concern should be discussed with the staff member's line manager if they feel comfortable. Alternatively, this can be discussed with the Senior Mental Health Lead (SMHL).

The concern should be discussed with the staff member's line manager or the Senior Mental Health Lead (SMHL)

If the staff member has a Wellness Action Plan (completed on induction for new staff from Sept 2022), this should be revisited with line manager and staff member and appropriate actions agreed as a result. If the staff member does not have one, this should be completed together and then appropriate actions agreed.

<u>These may include the following **internal** support offers:</u>

✓ West Berkshire Stress Management Document completed to identify key stressors and actions to reduce these;

✓ Reasonable adjustments made to working environment/ working day as appropriate e.g. working from home during PPA time

<u>These may also include the following **external** support offers:</u>

✓ Referral to Occupational Health

✓ Support sought from the Mental Health Support Team (MHST)

Staff can also access a wealth of resources to support with mental health and wellbeing from the following website:
https://www.educationsupport.org.uk/resources/for-individuals

Following actions put in place, the Senior Mental Health Lead (or another staff member if appropriate) will meet with the staff member every 3 weeks (or at agreed intervals) to check-in and assess the effectiveness of agreed actions.
Where needed, further action can be taken to support the staff member as appropriate.

At an appropriate and agreed time, the action plan or external support can be removed and the staff member will continue to be supported half termly (as per the wellbeing policy) through their 'Wellness Action Plan' by their line manager.
At any point following this, the process can begin again if needed.