

Cherbourg Primary School



Wellbeing policy

Created by	Whole Governing Body	Monitored by	WGB
Date adopted	July 2018	Last reviewed	
Review cycle	Annual	Next review	Summer 2

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 Organization)

The biggest asset our school has is its staff; the biggest asset they have is their health and wellbeing. This policy is intended to outline the ways in which we can work together to make sure our school is a safe, caring and happy place to work, which, if we get it right, can help to enhance individual wellbeing, through personal fulfilment and professional identity. This in turn will benefit our pupils and our community.

We spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us and that we have agency in our working lives. We can do this, even in areas where we have no choices about what we do (e.g. SATs, or deadlines for assessments), by taking responsibility for these actions and approaching the tasks in our own way.

All our work should be healthy, safe and supportive and governors have a responsibility to ensure our practices contribute to staff wellbeing. This includes monitoring staff absence and regularly requesting feedback from staff governors about wellbeing. Governors recognise the importance of the wellbeing of staff in our school.

We advocate a holistic, proactive approach to managing health and rehabilitation issues at work, with everyone working together, staff, leadership team, governors, HCC human resource, occupational health and health and safety professionals, to:

- tackle the causes of workplace injury and ill health, including stress and anxiety
- address the impact of health on employees' capacity to work, providing support for those with disabilities and health conditions and rehabilitation
- promote healthier lifestyles and wellbeing to help improve the general health of the workforce

Where requested, confidentiality can be important in establishing trusting relationships and rehabilitation, providing the safety of the person, or others is not compromised. However, where possible, staff are encouraged to share their mental and/or physical needs in an open way with colleagues, to maximise support networks available. This practice also helps to de-stigmatise issues related to health conditions in the workplace.

Mental Health Champion

All staff should be mental health champions, but it is important for the staff to have a named person to maintain the importance of mental health issues and to champion their interest. A member of staff will be agreed each two years by self-nomination and an interview process by the Inclusion Team. This role will be to champion mental health for the school community, not to be directly responsible for it. The role will include promotion of well-being materials; being a 'listening ear'; acting as a signpost for other services or professionals, relaying ideas and information to senior staff that could further improve wellbeing in school; having oversight of school improvement plans to ensure that mental health promotion has a key place; help to reduce barriers to mental health in school by promoting positive language in relation to mental health.

To support the well-being of our staff our priorities are:

Language – to be mindful of the language we use to talk mental health at all times

Communication – to encourage individuals to communicate their needs and concerns

Relationships – to promote good relationships between staff through training, time and tea (other drinks are available!)

Kindness – to promote the importance of treating people as we would want to be treated ourselves

Tolerance – for different ways people think and act, providing our goal of ensuring good outcomes for pupils is not affected.

Respect – for how a staff member may want to manage their own mental health or health, providing this doesn't impact on the safeguarding of our pupils.

Harmony – to promote ways of being with each other, including times when opinions differ, or when a person becomes upset with another.

Equality – to ensure all staff having an equal right to well being in the workplace

Trust – to develop a supportive process in which staff can trust, for the continued wellbeing of staff

Empowerment – to ensure staff members feel a part of the decisions which affect them. This includes consultation on key decisions which affect individual staff, including policies and a genuine right to reply and appeal on decisions which may have an adverse affect.

Balance – to recognise the demands of workload on staff and to find ways to ensure a good balance over a school year, between work that is necessary for good outcomes for pupils and time to enjoy when not at work.

What works well at Cherbourg Primary?

We all talk to each other and are very good at being 'aware' of each other.

Club Days! Being able to go to our own children's assemblies and sports' days.

If someone notices someone isn't 'quite right' but they don't feel they can approach them they'll flag it to a parallel teacher or colleague who is closer to them.

Learning support staff and class teachers know when colleague's 'snowed under time' is here (testing, data, reports etc) and release them or enable dedicated time out of class.

Inset Days offer a variety of time for pupil progress meetings and time to learn.

Staff offered time and/or financial support towards professional development.

We laugh a lot.

We share a philosophy of education.

Diverse characters and personalities with a shared dedication and commitment.

Staff ideas for change listened to.

Staff can communicate concerns in person, email or text.

Staff supported to debrief incidents of violent or aggressive behaviour from pupils with social, emotional and mental health needs.

We work together towards a school improvement plan, which staff contribute to the formation and the evaluation.

Regular briefings and communication accessible to all staff

Shared events, such as end of year parties and occasional trips to the theatre.
Guardian Angels, run every few years.

A significant number of staff express interest in mental health and wellbeing issues and promote this through emails and posters for example.

How do we know?

Low sickness rate amongst staff for minor illness.

Children offered a good range of clubs throughout the year, ensuring staff receive club days in return.

Changes implemented through governing body include, learning support payments for taking class for whole or half days; learning support staff offered additional time or payment for residential trips to offset disparity with teaching staff paid hours.

Occupational Health offered to support our staff to return to work, or manage health conditions.

Three staff undertaken foundation degrees in the last year and two achieved Masters qualifications in the last two years.

Many individuals are able to talk openly about their mental health/and or personal situations and find solutions to aid their wellbeing.

Staff are able to be honest when they are finding a professional situation difficult, knowing colleagues will offer solutions.

Good staff retention

Staff generally feel valued, as reported in Ofsted staff survey.

Staff and governors are 'very ambitious for the pupils in your care and passionate about improving the quality of provision for all pupils, particularly the most vulnerable' Ofsted 2018.

Posters up around school to support wellbeing of pupils and staff.

What would we want to happen to further improve staff wellbeing?

Reintroduce Friday tea club.

Offer better furniture for those with back issues.

Set up a 'wellbeing team' with staff and governors.

Build trust and safe areas for communication that are accessible for all staff.

Agree a work email free time zone at weekends.

Revisit our understanding of free speech; i.e. it is okay to disagree without it being deemed as negative.

Develop our debrief procedures for staff where there has been an incident or altercation with another adult (e.g. a parent or neighbour).

Further improve induction for new staff

Gather views of all staff to ensure all staff feel they have equal voice.

Improve access to professional supervision for staff managing child protection

Where can I go for support and guidance?

- Hampshire County Council confidential counselling service on 02380626606 is highlighted on each page of this document and is an excellent support service.
- Health Assured is a free confidential service for employees and can offer counselling within two weeks of first contact for employees and family members. People can self-refer by phoning 0844 892 2493 or go to <https://www.healthassured.org/>
- To see what Improving Access to Psychological Therapies (IAPT) are available in your area, go to
- <https://www.nhs.uk/Service-Search/Psychological%20therapies%20%28IAPT%29/LocationSearch/10008>

- By putting in your postcode you can see what services are available, including iTalk, and which services have self-referral.
- Eastleigh Wellbeing Centre is one of six centres in Hampshire, as part of Solent Mind. They can be contact at
Eastleigh Wellbeing Centre
 111 Leigh Road,
 Eastleigh, SO50 9DS
 t: 023 8061 1458
 e: eastleighwellbeing@solentmind.org.uk

Concerns for immediate welfare of a parent and/or child

If the school's DSO are unavailable then contact the Children's Services Professional Line on 01329 225379, or complete the Inter Agency Referral form;

https://forms.hants.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-7e6115a7-b0ba-484d-991f-084c1248ac72/AF-Stage-52cf8e73-0daf-47d4-bb55-0fdad856d3e6/definition.json&redirectlink=/en&cancelRedirectLink=/en

If you are concerned a parent is suffering from poor mental health and needs support beyond that of their usual health professional, you can contact the Eastleigh & Romsey Mental Health & Substance Misuse Social Care Team for anonymised advice, or gain permission of the adult to phone for specific advice on referrals. The team can be contacted at;

Hampshire House
 84-98 Southampton Road, Eastleigh SO50 5PA
 Phone 01794 526050

Other useful websites are:

- www.annafreud.org/what-we-do/schools-in-mind/
- www.mentallyhealthyschools.org.uk
- www.Mindfulteachers.org
- www.nhs.uk/conditions/stress-anxietydepression/improve-mental-wellbeing/
- www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling
- www.mentalhealth.org.uk/
- <https://www.mentalhealth.org.uk/sites/default/files/how-to-manage-and-reduce-stress.pdf>
- <http://www3.hants.gov.uk/hampshirecountycouncil/portal-help/school-services/schoolstaffresilience/resiliencestafftools.htm>

Look after your own wellbeing

Research indicates that taking the following steps can be important in the promotion and maintenance of mental wellbeing:

1.

Knowing personal limits and having the ability to say 'no' when necessary. This helps you to have more balance in life and will enable you to take better care of others.

2.

Identifying supportive people that you have in your life. If you would like to increase your support networks then you might consider taking up new hobbies or activities. You can also speak to a professional for more support.

3.

Talking. There are times when challenging situations affect us emotionally. If you have had a difficult day at school, try to speak to someone before you leave school as this can then help you to process how you are feeling, ask for support and separate your work and home life.



4.

Being flexible around change. Even with the best plans, sometimes there are unexpected events or situations that occur. Our ability to accept this change to plan and adapt can help us to manage any potential feelings of stress and anxiety and cope better overall.

5.

Self-compassion. If you take some time to stop and reflect on the thoughts in your head, are they more positive or critical? Once you have identified any negative thought, you can begin to introduce more positive thoughts and 'turn the volume down' on the critical voices.



Anna Freud Centre, 2018

12 WAYS

to boost your wellbeing



Read the full blog post on boosting your wellbeing at oego.co/12-tips



Recommendations for a healthy workforce from Investors in People

Collaborate to reach a common goal

Organisations benefit from people working together towards clear goals.

Have inspirational and trusted leaders

Good leadership promotes positive attitudes, cross-team working and better service.

Create an open-minded culture

Employees should understand the organisation and be able to suggest and deliver creative responses to challenges. Consultation will increase confidence and encourage engagement.

Be positive about change

A static culture can be bad for organisations. If internal communications emphasise the value of positive change, they can help to create momentum.

Encourage face-to-face communication

Staff should be encouraged to speak to colleagues. It will improve their working relationships.

Set up a wellbeing committee

Ask for volunteers to set up a wellbeing committee to promote initiatives, champion the wellbeing effort and encourage employee involvement.

Encourage development

Supporting employee training helps keep people motivated and interested in their current and future roles within the organisation.