



Foxton Primary School

PROMOTING POSITIVE MENTAL HEALTH & WELLBEING POLICY JUNE 2020

Date:	November 2020
Reviewed by:	
Next Review date:	November 2021
Signed:	

Policy Statement

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, 2014)

At Foxtton Primary School, we aim to promote positive mental health for all staff and pupils. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at vulnerable pupils.

In addition to promoting positive mental health, we aim to recognise and respond to mental ill health.

By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for pupils affected both directly, and indirectly by mental ill health.

Scope

As part of our overall safeguarding strategy, this document describes the school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff, volunteers, visitors and governors.

Other related policies include:

Medical conditions policy

Anti-bullying policy

PSHE and RSE policy

Safeguarding policy

Behaviour policy

Attendance Policy

Lone working policy

The Policy Aims to:

- Promote positive mental health in all staff and pupils to enable everyone to thrive
- Increase understanding and awareness of common mental health issues to facilitate early intervention
- Alert staff to early warning signs of mental ill health
- Provide support to staff working with young people with mental health issues
- Provide support to pupils suffering mental ill health and their peers and parents/carers

Lead Members of Staff

Whilst all staff have a responsibility to promote the mental health of pupils, staff with a specific, relevant remit include:

Carole Davies HT and SENCo Designated safeguarding lead

Stephen Atkinson Senior teacher and deputy designated safeguarding lead

Lucie d'Heudieres Steps trainer, Mental Health Champion and SENCo support

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to the safeguarding lead. If there is a fear that the pupil is in danger of immediate harm then the normal child protection procedures should be followed with an immediate referral to the designated child protection officer. If the pupil presents a medical emergency then the normal procedures for medical emergencies should be followed, including alerting the first aid staff and contacting the emergency services if necessary. Safeguarding protocols should be followed.

Where a referral to CAMHS is appropriate the SENCo will lead.

Individual Care Plans/Individual education plan/Individualised Risk Reduction plan

It is good practice to draw up an individual care plan, which is regularly reviewed, for pupils causing concern or who receive a diagnosis pertaining to their health including their mental health. This should be drawn up involving the pupil, the parents and relevant health professionals with the SENCO. An IEP highlights learning targets and strategies used to support and may include Emotional needs. A RRP identifies triggers that contribute to reduced well-being and reactive behaviours.

This can include:

- Details of a pupil's condition
- Special requirements and precautions
- Useful Strategies
- Medication and any side effects
- What to do, and who to contact in an emergency or if support is needed
- The role the school can play – whole school sharing key information
- Existing role played by other professionals
- Identifying the gap and mitigate accordingly
- Maintain good communication with parents

Teaching about Mental Health

All staff have a responsibility to support social and emotional development, to build resilience and promote wellbeing through the wider curriculum.

The skills, knowledge and understanding needed by our pupils to keep themselves and others physically and mentally healthy and safe are included as part of our PSHE curriculum.

The specific content of lessons will be determined by the specific needs of the cohort we're teaching but there will always be an emphasis on enabling pupils to develop the skills, knowledge, understanding, language and confidence to seek help, as needed, for themselves or others.

We will follow the PSHE framework from the PSHE Association 2020 to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner. If staff concerns are raised due to comments made by pupils during PSHE sessions, a Log of Concern may be completed and passed to the Designated Person following safeguarding protocols (see warning signs and managing disclosures below).

Signposting

We will ensure that staff, pupils and parents are aware of sources of support within school and in the local community.

We will display relevant sources of support in communal areas such as corridors, offices and toilets. We will also regularly highlight sources of support to pupils within relevant parts of the curriculum and during assemblies and to parents at e.g. information evenings. Whenever we highlight sources of support, we will increase the chance of pupil help-seeking by ensuring pupils understand:

- Who to turn to for help
- What help is available
- Who it is aimed at
- How to access it
- Why to access it
- What is likely to happen next

Warning Signs

School staff may 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 by using safeguarding procedures. Concerns should all be logged on 'Cause for concern forms' and passed to the DSL.

Possible warning signs include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- A change in behaviour
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Talking about family members that are abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Avoiding PE or getting changed secretly
- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism
- Difficult or dangerous behaviour

Managing disclosures

A pupil may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure.

If a pupil chooses to disclose concerns about their own mental health or that of a friend to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental.

Staff should listen, rather than advise and our first thoughts should be of the pupil's emotional and physical safety rather than of exploring 'Why?' **All disclosures should be recorded on a 'cause for concern form' and held confidentially. Children should be told that their information will be shared and therefore confidentiality must not be promised.**

This written record should include:

- Date
- The name of the member of staff to whom the disclosure was made
- Main points from the conversation
- Agreed next steps

Working with All Parents and Carers

Parents are often very welcoming of support and information from the school about supporting their children's emotional and mental health. In order to support parents we will:

- Highlight sources of information, agencies, and how to access support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to get about this if they have concerns about their own child or a friend of their child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through information evenings
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home

Supporting Peers

When a pupil is suffering from mental health issues, it can be a difficult time for their friends. Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. In order to keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided either in one to one or group settings and will be guided by conversations by the pupil who is suffering and their parents with whom we will discuss:

- What it is helpful for friends to know and what they should not be told
- How friends can best support
- Things friends should avoid doing / saying which may inadvertently cause upset
- Warning signs that their friend help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

- Where and how to access support for themselves
- Safe sources of further information about their friend's condition
- Healthy ways of coping with the difficult emotions they may be feeling

Training

All staff will receive training about recognising and responding to mental health issues as part of their regular safeguarding training in order to enable them to keep pupils safe. As part of personal development, staff can request training on issues that would enhance their skills and knowledge.

Universal support

- Whole school focus on values : Respect, Responsibility and resilience
- Weekly buddy groups
- Reading/preschool partners
- Good quality PSHE programme of study
- Daily promotion of relaxation techniques – eg music, mindfulness, exercise (eg. 5 alive)

www.amazon.co.uk/Sitting-Still-Like-Frog-Mindfulness/dp/1611800587 Simple mindfulness practices for children aged 5-12 to help deal with anxiety, improve concentration and handle difficult emotions

- Pupils can raise questions and concerns with any member of staff
- Small group conversations to address issues – Conflict resolution
- Small group interventions – YMCA structure, CD DV KS and JVB trained

Targeted support

- Small group interventions – YMCA structure, CD DV KS and JVB trained
- YMCA 1:1 play therapy – specialist provision

Further referral

Early Help Assessment
Social Care
CHUMS
CAMHs

Policy Review

This policy will be reviewed biannually by the governing body in conjunction with review of Blue Print for mental health which is used to assist in its evaluation.

Appendix A: Further information about mental health issues and sources of support

“The education system has a front line role in children and young people’s mental health and well-being. Evidence to this inquiry suggested a growing prevalence of mental ill-health among children and young people, particularly for behavioural and emotional conditions such as anxiety, depression and conduct disorders.”

(Children and Young People’s Mental Health the role of Education. First joint report of the Education and Health Committees of Session 2016-17. April 2017)

Staff Wellbeing

Purpose and Principles

The wellbeing of professionals working within the Foxton Primary school is of paramount importance. Staff are the most important resource at the Foxton Primary school. Without a personal sense of wellbeing, it is difficult to nurture wellbeing in others. Employers have a legal "duty of care" towards employees which requires them to manage and safeguard the physical and psychological well-being of their staff. Wellbeing at work is therefore essential if we are to reach our best potential and help pupils to do the same. There is a definite correlation between positive staff, pupil achievement and a school's continued improvement. Managing staff wellbeing and promoting a healthy work-life balance will help attract and retain the calibre of staff needed for an outstanding education system.

Supporting wellbeing of staff will:

- Reduce staff absenteeism and turnover
- Develop a more motivated workforce with high morale, able to deliver a challenging education for our pupils
- Improve team work, staff development and co-operation
- Recognise that excessive hours of work can reduce staff effectiveness
- Support positive communication and therefore positive outcome
- Provide positive role models for pupils.

Causes of negative stress at work can vary widely and include:

- Physical and emotional demands of the job
- Parent's behaviour
- Work load
- Work place bullying
- School environment
- Lack of professional development and learning opportunities
- Low morale
- Excessive change
- Culture of blame
- Striving for perfection
- Poor communication

There are many positive outcomes for staff in their varying roles and responsibilities. The dynamics between the highs and lows throughout the year are important in the overall balance of jobs staff do.

Actions nurturing resilience

- Foxton Primary school professional development has encouraged small groups to discuss challenges within teaching and work collectively towards solutions. The leadership team aim to develop a culture where it is acceptable to seek help if it is required and encourage mutual support.
- The wider management team work together to create a working environment where potential work-related stressors as far as practicable are avoided, minimised or mitigated through good management practices.
- Managers' and employees' awareness of the causes and effects of stress has been increased through training opportunities.
- The Foxton Primary school has developed a culture that is open and supportive of people experiencing stress or other forms of mental ill-health.
- There are a range of strategies for involving staff in school decision making processes. Staff are encouraged to voice their opinions through e.g. staff meetings.

- Professional development can be an effective way of boosting wellbeing at work and developing resilience in staff. Staff at all levels in the Foxton Primary school have access to continued professional development some of which forms part of performance management goals and objectives.
- Professional learning opportunities are encouraged within school throughout the school day alongside opportunities to attend relevant courses and conferences. Staff meetings provide opportunities for professional dialogue between staff members.
- The leadership team manage conflict effectively and ensure the workplace is free from bullying and harassment, discrimination and racism. There is zero tolerance of bullying and harassment, discrimination and racism
- Where workplace stressors are identified, risk assessment will be undertaken to help eliminate the stress or control the risks from stress.

Promoting health and happiness

The school supports employee health, happiness and wellbeing by:

- The physical environment at the Foxton Primary school provides a positive working environment. If there are concerns, there are systems in place for issues to be raised and resolved.
- Perfectionism is discouraged, being the best you can be is rewarding but understanding when to leave a task is an essential skill.
- Working hours are monitored and staff are encouraged to take breaks as required by legislation.
- Ensure staff are provided with the resources and training required to carry out their job.
- Staff are provided with relevant safeguarding training and guidance to work collaboratively when dealing with stressful incidents including access to appropriate support.
- Review of work load and time spent on paperwork and systems, allows the leadership team to develop practical alternative solutions through the Foxton Primary school improvement plan.
- Appraisal reviews offer the opportunity for staff to discuss with reviewers any concerns regarding workload.
- Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.
- Engaging with staff to create constructive and effective working partnerships both within teams and across the School.
- Staff achievements are valued and acknowledged by the leadership team e.g. during staff briefings. There is a culture of inspiring and celebrating at the Foxton Primary school.
- Staff are offered quiet spaces where they can work. The staffroom is a welcoming space during break and lunch time.
- Staff are encouraged to experience new things and develop new skills through professional responsibilities.
- New staff are supported with appropriate induction training.
- Ensuring that patterns of meetings are appropriate to the requirements of the whole school and published in advance.
- Peer observation will be actively encouraged and the system of 'lesson study' will encourage shared development of effective teaching practice.

Employees have a duty to support their own health and wellbeing by:

- Staff are encouraged to be mindful of their personal work life balance. Work life balance is key for those wanting to reduce negative stress.
- Taking reasonable care of their own health and safety at work co-operating and follow any reasonable instructions to safeguard their health and safety and seeking guidance from health professionals where appropriate
- Cooperating with Foxton Primary school in any measures taken to improve their psychological wellbeing
- Cooperating with Foxton Primary school if the Foxton Primary school wishes to seek further information to support their wellbeing.

- Access to 24hr support can be found via the Employee Assistance Programme
0800 030 5182, www.healthassuredeap.co.uk

Managing staff absence Staff absence is dealt with through the 'Discretionary leave policy' and 'Management of Sickness and Absence policy' as advised by EPM.

- Foxton Primary school responds sensitively and flexibly to external pressures that impact on staff lives whilst also ensuring the efficient running of the Foxton Primary school.
- The Foxton Primary school will provide support and discuss options as appropriate if problems arise for staff. In some cases this might include external support e.g. from the Local Authority for counselling, occupational health etc. Foxton Primary school will continue to support even when external services are involved.
- During the time staff are absent, Foxton Primary school will maintain confidentiality and the rights and dignity of the staff involved.

Related Policies Members of the teaching and non-teaching staff are entitled to be treated fairly and professionally at all times. The Governing Body takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty.

These include:

- Guidance for Safer Working Practice
- eSafety and ICT Acceptable Use Policy
- Equality of Opportunity Policy
- Staff Code of Conduct
- Communication with Parents and Carers Policy

Other policies contribute to staff wellbeing by providing certainty, fairness and consistency in the treatment of staff in different contexts, including:

- Management of sickness and absence policy
- Discretionary leave policy
- Disciplinary and capability Procedures
- Pay Policy
- Performance Management Policies for Teaching and Support Staff
- Whistle blowing policy.

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Guidance for staff:

Supporting schools in reviewing and developing policy and practice in a wide range of health related themes, including mental health and emotional wellbeing, drug education, sex and relationships education, anti-bullying, healthy lifestyles (including healthy eating), loss and change and citizenship
<http://www5.cambridgeshire.gov.uk/learntogether/homepage/88/pshe>

Staff share/SEND/Mental Health

Staff share/SEND/Friendship

Staff share/SEND/Behaviour

Staff share/SEND/Steps

Staff Share/Curriculum/Subjects/PSHE/PSHE 2020/Mental health and Well being

Keep Your Head <https://www.keep-your-head.com/> is a very useful site to further signpost all sorts of help

Referrals can be made to:

YMCA

Emotional health and Well Being service

The Emotional Health and Wellbeing Service ccs.ehw@nhs.net

The team comprises nine Emotional health and Wellbeing Practitioners who can support schools in responding to children and young people who have EHW needs but who either do not meet thresholds for targeted or specialist interventions, or who are not yet ready to engage productively with them. This can include; signposting; advice and consultation; support with planning to make adjustments for their in-school experience that will contain distress and prevent deterioration, and assistance with reviewing these measures; support with referrals to the wider emotional health and wellbeing services available for children, young people and families. They work closely with the Early help Hubs and the CAMH Single Point of Access (SPA). Contact via email or by phone, 9.30-16.30pm. 0300 55 50 60

CHUMS

CHUMS Mental Health and Emotional Wellbeing Service - Offers support to children and young people with mild to moderate mental health difficulties, such as anxiety and low mood, as well as those with significant emotional wellbeing difficulties arising from life events such as bereavement and bullying. Support is offered in a variety of ways including group support, one-to-one interventions, recreational therapeutic programmes (football and music as engagement tools), advice and guided self-help. You can make a referral via the website <http://chums.uk.com/cambs-referral-forms> and one of their triage team will contact you to discuss in more detail. For further information contact Cambridgeshire (0330 0581 659) or Peterborough (0330 0581 657)

CAMHs

Community CAMH service www.cpft.nhs.uk. The service is accessed through the Single Point of Access (SPA) Tel 01480 428115 Office hours, Mon-Fri 9.00 – 17.00. Email accesscamhs@nhs.net The Cambridgeshire Community Child and Adolescent Mental Health Service (CAMHS) provides assessment and treatment for

children and young people up to the age of 17 living in Cambridgeshire who are experiencing emotional and behavioural problems and eating or neurodevelopmental disorders, and support for their families. Professional referrals up to 17th birthday (18th birthday for Learning Disabilities and Eating Disorders). Before making a formal referral, it is strongly recommended that you call the **SPA** for a telephone consultation. This service is offered to all professionals considering a referral to Community CAMHS or seeking an opinion regarding a particular child, young person or family with whom they are working.

The **Single Point of Access** staff can advise on:

whether Community CAMHS can help

how to make a referral

what further information the service needs

the timescale for being seen

what support might be helpful pending the first appointment.

If, after discussion, Community CAMHS is not the right service, the team will be able to advise on other sources of help.

Parents can be signposted to support : Staff share/SEND/Mental Health [SWAN notes](#)

<https://www.babcockldp.co.uk/inclusion-and-ehwb/anxiety-based-school-avoidance/support-for-parents>

<https://www.keep-your-head.com/>

<https://youngminds.org.uk/find-help/for-parents/>

<https://www.whole.org.uk/primary-schools-download/>

Pinpoint www.pinpoint-cambs.org.uk Cambridgeshire is a charity supporting parents and carers, especially those with children with additional needs and disabilities. It provides information, support groups, respite. By phone 01480 499043. By text 07973 248528. By email: information@pinpoint-cambs.org.uk the office is at 4 Meadow Park, Meadow Lane, St Ives PE27 4LG (office hours)

Referrals for parental support can be made to:

EHA

The aim of Early Help is to provide help for children and families when problems start to emerge or when there is a strong likelihood that problems will emerge in the future. This means providing support early in the identification and development of a problem. The Early Help Co-ordinators in the Early Help Hub can provide advice and information and support with signposting to services including allocation from one of the seven new County Council District Early Help teams which have replaced the Locality teams. They can also advise professionals about completion of an Early Help Assessment - which has replaced the Common Assessment Framework (CAF) in Cambridgeshire – and about subsequent Team Around the Family plans and review processes.

Social care

<http://www.safeguardingcambspeterborough.org.uk/children-board/reporting-concerns/>

Cambridgeshire children: 0345 045 5203

Thrive Model

Emotional Health and Wellbeing Services for children, young people and families

The Thrive Model: service groupings are delivered on a continuum to meet individuals' needs - they are not mutually exclusive

Getting Advice: signposting, self-management and online and community support for mild/temporary difficulties, or those with chronic or ongoing severe issues choosing to manage their own health.

School Nursing
Cambridgeshire: 0300 029 5050
Peterborough: 01733 466620

Emotional Wellbeing Practitioners (EWPs)

Children's Wellbeing Practitioners (CWP) – brief, focused, evidence based low intensity support

Self-help websites:
<http://www.keep-your-head.com/cwp>
<https://kooth.com/>
<https://www.minded.org.uk/>

GPs

HYPA Clinics

CPN Project for Schools

Getting Help: brief, goal/outcome focused, evidence based interventions for anxiety, depression, PTSD, self-harm or life events e.g. bereavement, family breakdown, bullying where these are having significant adverse effects.

Kooth direct access to an online counselling service <https://kooth.com/>

CHUMS – brief psychological interventions for children and young people aged 4-18 in Peterborough/4-25 in Cambridgeshire

Early Help Services/Hub: access to services is via a completed early help assessment (EHA). Email for triage to appropriate service to:

Cambs: earlyhelp@cambridgeshire.gcsx.gov.uk (for professional consultation prior to completing EHA contact the Hub on 01480 376 666).

Peterborough: earlyhelp@peterborough.gov.uk (for further info. visit local offer pages at www.peterborough.gov.uk)

Getting Advice

Getting Help

THRIVING

Getting Risk Support

Getting More Help

Getting Risk Support: Managing risk and delivery of crisis services e.g. to those routinely in crisis but who are unable to make use of help offered, those self-harming, or with emerging personality disorders or ongoing issues that have not yet responded to treatment.

CPSL Mind – The Sanctuary

First Response Service

Getting More Help: Targeted, extensive long term treatment for individuals and families. May include inpatient and/or outpatient services. Systemic family interventions may be appropriate.

CPFT Cameo. CAMEO North (covering Fenland, Huntingdon, Peterborough), CAMEO South (covering Cambridge South and Cambridge North)

CAMHS pathway. Moderate to severe mental health needs e.g. significant thoughts/intention of deliberate self-harm or suicide or symptoms that affect function/participation in daily activities

CAMHS Eating Disorder Pathway. Moderate to severe anorexia or bulimia or avoidant and restrictive food intake disorder

CAMHS Neurodevelopment/Learning Difficulties Pathway

CAMHS In Patient Unit

ALL CAMHS SERVICES CAN BE ACCESSED VIA THE CAMHS SINGLE POINT OF ACCESS (SPA) ON 01480 428115

Information about mental health issues

Self-harm

Self-harm describes any behaviour where a young person causes harm to themselves in order to cope with thoughts, feelings or experiences they are not able to manage in any other way. It most frequently takes the form of cutting, burning or non-lethal overdoses in adolescents, while younger children and young people with special needs are more likely to pick or scratch at wounds, pull out their hair or bang or bruise themselves.

Depression

Ups and downs are a normal part of life for all of us, but for someone who is suffering from depression these ups and downs may be more extreme. Feelings of failure, hopelessness, numbness or sadness may invade their day-to-day life over an extended period of weeks or months, and have a significant impact on their behaviour and ability and motivation to engage in day-to-day activities.

Anxiety, panic attacks and phobias

Anxiety can take many forms in children and young people, and it is something that each of us experiences at low levels as part of normal life. When thoughts of anxiety, fear or panic are repeatedly present over several weeks or months and/or they are beginning to impact on a young person's ability to access or enjoy day-to-day life, intervention is needed.

Obsessions and compulsions

Obsessions describe intrusive thoughts or feelings that enter our minds which are disturbing or upsetting; compulsions are the behaviours we carry out in order to manage those thoughts or feelings. For example, a young person may be constantly worried that their house will burn down if they don't turn off all switches before leaving the house. They may respond to these thoughts by repeatedly checking switches, perhaps returning home several times to do so. Obsessive compulsive disorder (OCD) can take many forms – it is not just about cleaning and checking.

Suicidal feelings

Young people may experience complicated thoughts and feelings about wanting to end their own lives. Some young people never act on these feelings though they may openly discuss and explore them, while other young people die suddenly from suicide apparently out of the blue.

Eating problems

Food, weight and shape may be used as a way of coping with, or communicating about, difficult thoughts, feelings and behaviours that a young person experiences day to day. Some young people develop eating disorders such as anorexia (where food intake is restricted), binge eating disorder and bulimia nervosa (a cycle of bingeing and purging). Other young people, particularly those of primary or preschool age, may develop problematic behaviours around food including refusing to eat in certain situations or with certain people. This can be a way of communicating messages the child does not have the words to convey.

Disclosure of Risk

(suicide or deliberate self harm)

Process for clarifying the nature of the Suicide Risk to determine response

Previously undisclosed acts and intrusive thoughts

Intrusive thoughts and feeling unsafe:

- Unable to stop thinking about hurting them self
- Feels they cannot keep themselves safe

Current and active plans:

- Eg: Ligature, Overdose, cutting to the point of needing medical attention, other risk behaviours
- Taking steps to enact the plans
- Having specific details and plans on how or when they might do this
- Evidence of research and interest in suicide/ death

What to think:

- Don't assume anything • Be compassionate and non- judgmental
- Take all risk seriously • Be honest if you don't know what the answer is

What to do:

Explain what you will do with the information (in accordance with your guidelines about confidentiality)

Collate information. Get details about the disclosure by asking open questions:

- When did you start feeling like this? • What might have triggered this?
- How often? • Is there a pattern?
- How distressing is this for you? (scale 1-10) • What help do you think you need?
- Do you feel able to keep yourself safe? • Are your parents / carers aware?
- What keeps you safe?
- Who have you talked to about this?

IN SCHOOL:

- Discuss with designated person
- Log Concern
- Contact appropriate external agency

EXTERNAL AGENCY REFERRAL:

- CAMHS on-call: (**Brookside: 01223 465100**) during office hours if needing to be seen within 24-48 hours
- Single Point of Access (**SPA- 01480 428115**) during office hours for advice
- GP Surgery / Walk in Centre: Bloods and appointments.
- First Response Service (**FRS 111#2**): 24 hour service
- Local A&E for emergency help / treatment

Follow up

- Meeting with designated staff
- Debrief and next steps
- Safety planning
- Support for affected pupils
- Review, amend and share any changes

Appendix G: Staff Wellbeing

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- The wider management team work together to create a working environment where potential work-related stressors as far as practicable are avoided, minimised or mitigated through good management practices.
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- The Foxtton Primary school has developed a culture that is open and supportive of people experiencing stress or other forms of mental ill-health.
- There are a range of strategies for involving staff in school decision making processes. Staff are encouraged to voice their opinions through e.g. staff meetings.
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- Review of work load and time spent on paperwork and systems, allows the leadership team to develop practical alternative solutions through the Foxtton Primary school improvement plan.
- Appraisal reviews offer the opportunity for staff to discuss with reviewers any concerns regarding workload
- Encouraging staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues.
- Engaging with staff to create constructive and effective working partnerships both within teams and across the School.
- Staff achievements are valued and acknowledged by the leadership team e.g. during staff briefings. There is a culture of inspiring and celebrating at the Foxtton Primary school.
- Staff are offered quiet spaces where they can work. The staffroom is a welcoming space during break and lunch time.
- Staff are encouraged to experience new things and develop new skills through professional responsibilities.
- New staff are supported with appropriate induction training.
- Ensuring that patterns of meetings are appropriate to the requirements of the whole school and published in advance
- Peer observation will be actively encouraged and the system of 'lesson study' will encourage shared development of effective teaching practice

Employee's have a duty to support their own health and wellbeing by:

- Staff are encouraged to be mindful of their personal work life balance. Work life balance is key for those wanting to reduce negative stress.
- Taking reasonable care of their own health and safety at work co-operating and follow any reasonable instructions to safeguard their health and safety and seeking guidance from health professionals where appropriate
- Cooperating with Foxtton Primary school in any measures taken to improve their psychological wellbeing
- Cooperating with Foxtton Primary school if the Foxtton Primary school wishes to seek further information to support their wellbeing.

Managing staff absence

- Staff absence is dealt with through the 'Discretionary leave policy' and 'Management of Sickness and Absence policy'
- Foxton Primary school responds sensitively and flexibly to external pressures that impact on staff lives whilst also ensuring the efficient running of Foxton Primary school.
- Foxton Primary school will provide support and discuss options as appropriate if problems arise for staff. In some cases this might include external support e.g. from the Local Authority for counselling, occupational health etc. Foxton Primary school will continue to support even when external services are involved.
- During the time staff are absent, the Foxton Primary school will maintain confidentiality and the rights and dignity of the staff involved.

Related Policies Members of the teaching and non-teaching staff are entitled to be treated fairly and professionally at all times. The Governing Body takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty. These include:

- Guidance for Safer Working Practice
- eSafety and ICT Acceptable Use Policy
- Equality of Opportunity Policy
- Staff Code of Conduct
- Communication with Parents and Carers Policy

Other policies contribute to staff wellbeing by providing certainty, fairness and consistency in the treatment of staff in different contexts, including:

- Management of sickness and absence policy
- Discretionary leave policy
- Disciplinary and capability Procedures
- Pay Policy
- Performance Management Policies for Teaching and Support Staff
- Whistleblowing Policy