



## Lee Brigg Infant and Nursery School Wellbeing Policy

Date	Review Date	Lead	Nominated Governor
September 2021	September 2023	SGordon	E Dixon-Child

The Policy Aims to:

- Promote positive mental health in all staff and pupils
- Increase understanding and awareness of common mental health issues
- 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. their peers and parents/carers

*The World Health Organisation (WHO) defines mental health as ‘a state of wellbeing in which the individual realises his or her abilities, can cope with the normal stresses of life, work productively and fruitfully, and is able to make a contribution to his or her community.’*

### **Why Mental Health and Well-Being is Important**

At our school, we aim to promote positive mental health and well-being for our whole school community; pupils, staff, parents and carers, and recognise how important mental health and emotional well-being is to our lives in just the same way as physical health.

Emotional health and wellbeing promotes school improvement and success in various ways

- Pupils are happy and engaged with their learning
- Pupils and staff have high esteem and resilience
- Improved standards in every subject
- Effective teaching
- Improved behaviour
- Improved attendance for staff and pupils
- Positive respectful relationships between pupils and staff

### **Our Children**

We recognise that children's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age.

The Department for Education (DfE) recognises that: "in order to help their pupils succeed; schools have a role to play in supporting them to be resilient and mentally healthy".

Mental health and well-being is not just the absence of mental health problems. We want all children/young people to

- feel confident in themselves
- be able to express a range of emotions appropriately
- be able to make and maintain positive relationships with others
- cope with the stresses of everyday life
- manage times of stress and be able to deal with change
- learn and achieve

Schools can be a place for children and young people to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting pupils well-being and can help engender a sense of belonging and community.

Our role in school is to ensure that they are able to manage times of change and stress, be resilient, are supported to reach their potential and access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues and where they can go if they need help and support.

Our approach:

- Provide a safe environment to enable children to express themselves and be listened to.
- Ensure the welfare and safety of children are paramount.
- Identify appropriate support for children based on their needs.
- Involve parents and carers when their child needs support.
- Involve children in the care and support they have.
- Monitor, review and evaluate the support with children and keep parents and carers updated.

Our aim is to help develop the protective factors which build resilience to mental health problems and be a school where

- all pupils are valued
- pupils have a sense of belonging and feel safe
- pupils feel able to talk openly with trusted adults about their problems without feeling any stigma
- positive mental health is promoted and valued
- bullying is not tolerated
- PSHE is taught regularly and consistently and gives children opportunities to understand emotions, feelings and learn key skills in how to keep themselves physically and mentally healthy.

### **Early Identification**

Our identification system involves a range of processes. We aim to identify children with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Analysing behaviour and attendance
- Staff report concerns about individual children to the relevant lead persons.
- Worry boxes in each class for children to raise concerns which are checked by the Class Teachers and Mental Health Lead (these are anonymous but give an indication of needs in a particular classes regularly).
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns.
- Gathering information from a previous school at transfer.
- Parents meetings
- Enabling children to raise concerns to any member of staff.
- Enabling parents and carers to raise concerns to any member of staff.

Any member of staff who is concerned about the mental health or wellbeing of a child should speak to the relevant DSLs of their phase, in the first instance.

### **Warning Signs**

School staff may become aware of warning signs which indicate a pupil is experiencing mental health or wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns to DSLs.

Possible warning signs include: (this is not an exhaustive list)

- 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
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Noticeable changes in appearance/behaviour/attitude

- Lateness to or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

### **Support**

We support the mental health and wellbeing of all pupils through:

- A strong school ethos which empowers tolerance and respect, including respect for difference and diversity
- Establishing clear rules, routines and expectations about behaviour
- Encouraging positive, caring and constructive relationships
- Having active listeners, including assistants and adults other than school staff to whom a child may turn
- Recognising the background of individual pupils and their physical, social and emotional needs
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Using a range of teaching styles such as Circle Time appropriate to pupils' age, ability and level of maturity.
- Opportunities for pupil leadership through school council, worship leaders, eco club, school prefects and other roles
- Opportunities for reflection and spiritual development through art, literature and the RE curriculum
- Having nurture groups for general wellbeing as well as specific mental health, such as interventions dealing with anxiety or emotions

### **Working with All Parents**

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 and support about common mental health issues on our school website
- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their own child
- Make our mental health policy easily accessible to parents
- Share ideas about how parents can support positive mental health in their children through our regular information via newsletters and on the website.
- 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 where appropriate

### **Our Staff**

The school recognises that staff are their most important resource and are to be valued, supported and encouraged to develop personally and professionally within a learning and caring community.

There is a relationship between healthier and more positive staff, student achievement and academy improvement.

Our aim as a school is to

- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health
- Provide a supportive work environment for all staff
- Acknowledge the needs of staff, and how these change over time
- Allow staff to balance their working lives with their personal needs and responsibilities
- Help staff with any specific wellbeing issues they experience
- Ensure that staff understand their role in working towards the above aims

The school will strive to identify and deal with symptoms of stress quickly in order to maintain a healthy workplace. 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. The school recognises that home and personal lives can also prove stressful for staff; bereavement, separation, financial and family problems make people more vulnerable to stress at work. It is common that a combination of stress at home and work can make people particularly stressed.

The school will ensure wellbeing is promoted and stress is prevented through good management practices, including the following:

- Additional curricular planning time within the school week
- Staff surveys carried out annually to inform decisions e.g. introduction of weekly briefings, frequency of reporting to parents and so on.
- Work life balance reviewed and acted upon i.e. reduction of unnecessary paperwork, streamlined written reports.
- Staff wellbeing team and mental health first aiders
- Staff attendance is monitored on a regular basis with support offered and provided to staff where problems are being experienced.
- Staff are referred to Occupational Health to support them in returning to or remaining in work.
- Decision making processes are communicated, understood and supported by staff
- There is a detailed induction process for new staff starting periodically during the year.
- There is INSET and other forms of training throughout the year to meet CPD needs
- The school uses a whole school calendar and an assessment, recording and reporting calendar to ensure that all staff are aware of forthcoming parents evening/report timings etc. in order that they can plan their workload.
- The SLT support staff by doing regular staff duties and acting as positive role models
- Access to SAS Absence Insurance offer the following wellbeing services.
  - Physiotherapy
  - Counselling
  - Weight Management
  - Nurse Support Service
  - Menopause Support
  - GP Phone & Video Consultations
  - Cancer and Chronic Illness Support
  - Private Medical Operations
  - Health Screening Days
  - Stress Awareness Sessions

#### **In times of particular crisis**

- Arranging 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.

#### **Training**

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection safeguarding training to enable them to keep students safe.

The [MindEd learning portal](#) provides free online training suitable for staff wishing to know more about a specific issue. Further training and information for parents is regularly updated on our website.

Training opportunities for staff who require more in depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due developing situations with one or more students.

Where the need to do so becomes evident, we will host training sessions for all staff to promote learning or understanding about specific issues related to mental health.

### **Promoting Wellbeing**

#### **Lead members of staff**

- DSLs – Sarah Gordon, Lauarbeth Kilkenney, Emma Dixon-Child, Lindsey Tutt, Sarah Conway, Adam Riby
- Mental health first aiders (Emma Dixon-Child)
- Head of inclusion (Lauarbeth Kilkenney, Adam Riby)
- Wellbeing Working Party - Sarah Gordon, Lauarbeth Kilkenney, Emma Dixon-Child, Lindsey Tutt, Laura Prentice and parent representatives.

#### **Role of all staff**

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Some children will require additional help and all staff should have the skills to look out for any early warning signs of mental health problems and ensure that pupils with mental health needs get early intervention and the support they need.

All staff understand about possible risk factors that might make some children more likely to experience problems; such as a physical long-term illness, having a parent who has a mental health problem, death and loss, including loss of friendships, family breakdown and bullying. They also understand the factors that protect children from adversity, such as self-esteem, communication and problem-solving skills, a sense of worth and belonging and emotional literacy.

#### ***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 by 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
- Maintain positive staff-pupil relationships to ensure an effective teaching and learning environment.
- Act to manage their own stress in the first instance
- Make changes to avoid and prevent stress
- Speak to their colleagues and senior staff if they are feeling stressed in their personal lives or at work.

### **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. 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.

**Senior staff are expected to:**

- Maintain positive relationships with their staff
- 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
- Respond sensitively and flexibly to external pressures that impact on staff lives whilst at the same time ensuring the efficient running of the school;
- Promote information about and access to external support services
- Help to arrange personal and professional development training where appropriate
- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible
- 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
- Provide resources to promote staff wellbeing, such as training opportunities
- Keep in touch with staff if they're absent for long periods
- Monitor staff sickness absence, and have support meetings with them if any patterns emerge
- Conduct return to work interviews to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation
- Developing a sensitive performance management process that is linked to clear job specifications.

**The ASC (Academy Standards Committee) is expected to:**

- Make sure the school is fulfilling its duty of care as an employer, by 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
- Ensuring all Governors meetings are purposeful, focussed, structured and relevant to the school development priorities.

**Teaching about mental health and emotional wellbeing**

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 developmental 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. Through PSHE we teach the knowledge and social and emotional skills that will help children to be more resilient, understand about mental health and be less affected by the stigma of mental health problems.

**EYFS & Key Stage 1 children learn:**

- To recognise, name and describe feelings including good and not so good feelings.
- Simple strategies for managing feelings.
- How their behaviour affects other people.
- About empathy and understanding other people's feelings.
- To cooperate and problem solve.

- To motivate themselves and persevere.
- How to calm down.
- About change and loss and the associated feelings (including moving home, losing toys, pets or friends).
- Who to go to if they are worried.
- About different types of teasing and bullying, that these are wrong and unacceptable.
- How to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help.

### **Reporting procedures**

We recognise how important it is that staff are calm, supportive and non-judgmental to pupils who verbally disclose a concern about themselves or a friend. The emotional and physical safety of pupils is paramount and staff listen rather than advise. Staff are clear to pupils that the concern will be shared in order to provide appropriate support to the.

Any member of staff who is concerned about the mental health or wellbeing of a pupil should speak to a member of the lead team in the first instance. 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 officers. 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. Where a referral to CAMHS is appropriate, this will be led and managed by the Inclusion team and the HT.

A pupil, parent or staff member 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.

This information should be shared with the Executive Headteacher / Head of School, who will store the record appropriately and offer support and advice about next steps. The person who brings the disclosure to the HT or senior member of staff, also has the right to know the outcome for the pupil, or parent (where appropriate). This may just be an assurance that help was sought, or that the child is now receiving some support in school.

### **When a concern has been raised about a child the School will:**

- *Contact parents and carers and meet with them* (In almost all cases, parents and carers will be involved in their children's interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- Offer information to take away and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting.
- Discuss how the parents and carers can support their child.
- Keep parents and carers up to date and fully informed of decisions about the support and interventions provided.

If a child gives us reason to believe that there may be underlying child protection issues, parents should not be informed in the first instance, but designated safeguarding leads must be informed immediately.

### **Response actions in regards to staff.**

Any member of staff who is concerned about the mental health or wellbeing of a colleague or parent should speak to a member of the lead team in the first instance

Where problems with wellbeing arise, the necessary support and appropriate actions will be considered. This may include support from HR advisers and/or external services, e.g. occupational health. The school will continue to support staff when external services are involved.

If a staff member or parent 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 on emotional and physical safety rather than of exploring ‘Why?’ In these situations colleagues / staff should:

- Assess and assist with any crisis
- Listen non-judgmentally
- Give support and information
- Encourage appropriate professional help

### Confidentiality

We should be honest with regards to the issue of confidentiality. If it is necessary for us to pass our concern then we should discuss:

- Who we are going to talk to
- What we are going to tell them
- Why we need to tell them

### Helpful Websites

<https://www.minded.org.uk/>  
<https://www.mentallyhealthyschools.org.uk/> <https://www.annafreud.org/training/> <https://www.cwmt.org.uk/>  
<https://www.nspcc.org.uk/preventing-abuse/child-protection-system/children-incare/emotional-wellbeing-of-children-in-care/> <https://www.adoptionuk.org/campaigns>  
[http://www.youngminds.org.uk/for\\_parents](http://www.youngminds.org.uk/for_parents)  
<http://www.childline.org.uk> Mind: <http://www.mind.org.uk/>  
<http://www.nhs.uk/livewell/mentalhealth/Pages/Mentalhealthhome.aspx>  
<http://www.mentalhealth.org.uk/>  
<https://www.annafreud.org/>  
<https://www.mentallyhealthyschools.org.uk/whole-school-approach> /  
[www.rethink.org](http://www.rethink.org)  
[www.mind.org.uk](http://www.mind.org.uk)  
[www.time-to-change.org.uk](http://www.time-to-change.org.uk)

### *For support on specific mental health needs*

Anxiety UK [www.anxietyuk.org.uk](http://www.anxietyuk.org.uk)  
 OCD UK [www.ocduk.org](http://www.ocduk.org)  
 Depression Alliance [www.depressoinalliance.org](http://www.depressoinalliance.org)  
 Eating Disorders [www.b-eat.co.uk](http://www.b-eat.co.uk) and [www.inourhands.com](http://www.inourhands.com)  
 National Self-Harm Network [www.nshn.co.uk](http://www.nshn.co.uk)  
 Self-Harm [www.selfharm.co.uk](http://www.selfharm.co.uk)  
 Suicidal thoughts [Prevention of young suicide UK – PAPYRUS: www.papyrus-uk.org](http://www.papyrus-uk.org)

### Links to other Policies

This policy links to our policies on  
 Safeguarding  
 Anti-Bullying  
 Behaviour and Discipline  
 Personal Social Health Education (PSHE)  
 Health and Relationships Education  
 Special Educational Needs and Disabilities (SEND) Policy.  
 Appraisal policy  
 Capability procedure  
 Staff code of conduct

*Our Wellbeing Working Party Meets each half term to review our approach to Prevention, Identification, Early Support and Specialist Support.*

	Staff	Children	Parents
<b>Prevention</b>	<ul style="list-style-type: none"> <li>Peer check ins (HWB Leader)</li> <li>Regular HWB review of workload</li> <li>Sharing of roles and responsibilities</li> <li>Time is provided for subject leaders and Phase Leaders to complete major tasks</li> <li>Whole staff wellbeing workshops</li> <li>Early Career entry programme</li> <li>Consistent / Additional PPA and dedicated leadership time</li> <li>Live feedback / active marking encouraged and promoted</li> <li>Data points 3 x a year</li> <li>Coaching sessions within PPA is requested</li> <li>Dedicated half termly team planning day</li> <li>Flexible approach to family events &amp; appointments</li> <li>Open door SLT policy</li> <li>Career development opportunities</li> <li>Flexibility around parents evenings</li> <li>Staff social events</li> <li>Dedicated report writing day</li> <li>Start each staff meeting with wellbeing</li> <li>No playtime, lunchtime or assembly duties</li> <li>Visible SLT / clear behaviour systems in place</li> <li>Wellbeing information readily available in staffroom, website</li> <li>Out of hours email policy</li> <li>Breakfast each half term and wellbeing treats</li> <li>Childcare vouchers</li> <li>Reduction in MAT schools wraparound care</li> <li>Free onsite parking</li> </ul>	<ul style="list-style-type: none"> <li>Weekly PHSE/OneDecision lessons to teach and discuss health and wellbeing</li> <li>Regular circle time discussions</li> <li>Values of the half terms to teach core skills</li> <li>Lee Brigg Awards and Holiday challenges</li> <li>Active breaks between learning sessions</li> <li>Outdoor calm and active spaces</li> <li>Buddy bench / Bump buddies</li> <li>'Deliberate botheredness' from staff</li> <li>Weekly wellbeing assemblies</li> <li>A comprehensive curriculum that supports health and wellbeing</li> <li>An after school club programme which supports health and wellbeing</li> <li>Protected physical education time each week</li> <li>Additional physical activities – cycling skills / balancibility</li> <li>Termly Future's in Mind staff consultations and support work</li> <li>Workshops with parents to promote positive relationships as well as support understanding of children's health and wellbeing</li> <li>Celebrating children assemblies – e.g Star of the Week, Pupil of the Term, Celebration Station</li> <li>SEN planning meetings / drops ins as well as bespoke support</li> <li>Clear behaviour policy with rewards (Golden rules)</li> <li>Children's roles and responsibilities in school</li> <li>Events and experiences to promote wellbeing – including visits and visitors</li> <li>Carefully chosen core book programme – to support wellbeing</li> <li>Clear transition programme</li> <li>Pupil voice surveys</li> <li>Level 1 safeguarding actions</li> <li>Children's own inclusion policy and safeguarding policy</li> <li>Disadvantage / Vulnerable support related to TA performance management actions</li> </ul>	<ul style="list-style-type: none"> <li>Weekly newsletter – wellbeing spot light</li> <li>Update advice and information on school website</li> <li>Informal access to school staff</li> <li>Identification of parents – follow up with support</li> <li>Discuss concerns weekly as a staff – as part of safeguarding meetings</li> <li>Parent workshops – once per term – sleep, exercise, sugar etc</li> <li>Check in in regards to PP pupils – welfare and resource – hampers etc</li> </ul>
<b>Identification</b>	<ul style="list-style-type: none"> <li>Informal, incidental check ins</li> <li>Open culture / open door policy</li> <li>Staff / peer training to recognise symptoms, issues</li> <li>Regular school / Trust surveys and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Weekly safeguarding / wellbeing staff meeting</li> <li>Through worry box comments</li> <li>Knowing our children and families – identifying changes / subtleties</li> <li>Children knowing / identifying adults to talk to</li> </ul>	<ul style="list-style-type: none"> <li>Regular informal 'check ins' by a member of school staff</li> <li>Discussion at weekly safeguarding meeting</li> <li>Open door policy</li> </ul>
<b>Early Support</b>	<ul style="list-style-type: none"> <li>Opportunities to discuss with HWB leader or SLT</li> <li>Additional time out of class</li> <li>Review of job role / responsibilities</li> </ul>	<ul style="list-style-type: none"> <li>Staff support</li> <li>Bespoke interventions / support / timetable changes</li> <li>Use of toolkits</li> <li>Start working with parents</li> </ul>	<ul style="list-style-type: none"> <li>FiM parents coursers / information</li> <li>Children's First Hub referral for additional support</li> <li>Advice of where to go / how to access additional services.</li> </ul>

## LEE BRIGG INFANT AND NURSERY SCHOOL – WELLBEING POLICY

### Specialist Support

- Dedicated counselling / medical appointments
- Trust HR department
- Supportive return process after absence

- Working with CFH practitioner
- Future's in Mind
- SEND teams e.g. SEMH
- Camhs