

The Federation of Heathfield and St Francis Schools



Oldbury Way, Fareham, Hampshire PO14 3BN

Executive Headteacher
Rachel Weldon NPQH BA (Hons) PGCE



NON STATUTORY POLICY

The Federation of Heathfield and St Francis Schools Wellbeing Policy

Policy By:	Hazel Soffe and Louise Park
Date:	January 2021
To be reviewed:	January 2022

This policy is underpinned by the United Nations Convention on the Rights of the Child.

The articles relevant to this policy are:

Article 3 - The best interests of the child must be a top priority in all decisions and actions that affect children.

Article 12 - (respect for the views of the child) Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.

Article 13 - (freedom of expression) Every child must be free to express their thoughts and opinions and to access all kinds of information

Article 15 - (freedom of association) Every child has the right to meet with other children and to join groups and organisations, as long as this does not stop other people from enjoying their rights.

Article 16 - (right to privacy) Every child has the right to privacy.

Article 23 - (children with a disability) A child with a disability has the right to live a full and decent life with dignity

Article 29 - (goals of education) Education must develop every child's personality, talents and abilities to the full.

Article 31 - (leisure, play and culture) Every child has the right to relax, play and take part in a wide range of cultural and artistic activities.

(With reference to Mentally Healthy Schools – A Whole School Approach)
<https://www.mentallyhealthyschools.org.uk/whole-school-approach/>

STATEMENT OF INTENT FOR PROMOTING PUPIL/STUDENT WELLBEING

The Federation of Heathfield and St Francis Schools, has adopted a whole-school approach in developing a positive ethos and culture – where everyone feels that they belong. It involves working with families and making sure that the whole school community is welcoming, inclusive and respectful. It means maximising children’s learning through promoting good mental health and wellbeing across the school – through the curriculum, early support for pupils, staff-pupil relationships, leadership and a commitment from everybody.

The Federation approach to wellbeing involves a school leadership team (Executive Headteacher, Heads of School, Assistant Head, Department leads and Governors) that:

- understands the links between mental health and achievement
- champions and supports mental health and wellbeing for children and staff, both strategically and practically as part of improvement planning.

The Federation relies on a staff team committed to helping all young people develop the essential social and emotional skills they need to cope effectively with setbacks and remain healthy, through:

- Whole-school and targeted, small group curriculum activity and through strengthening broader [protective factors](#) which promote children’s resilience and reduce risk factors both in the family, at school and more broadly in the community.
- Day-to-day contact and [building healthy and strong protective relationships](#) with children and families.

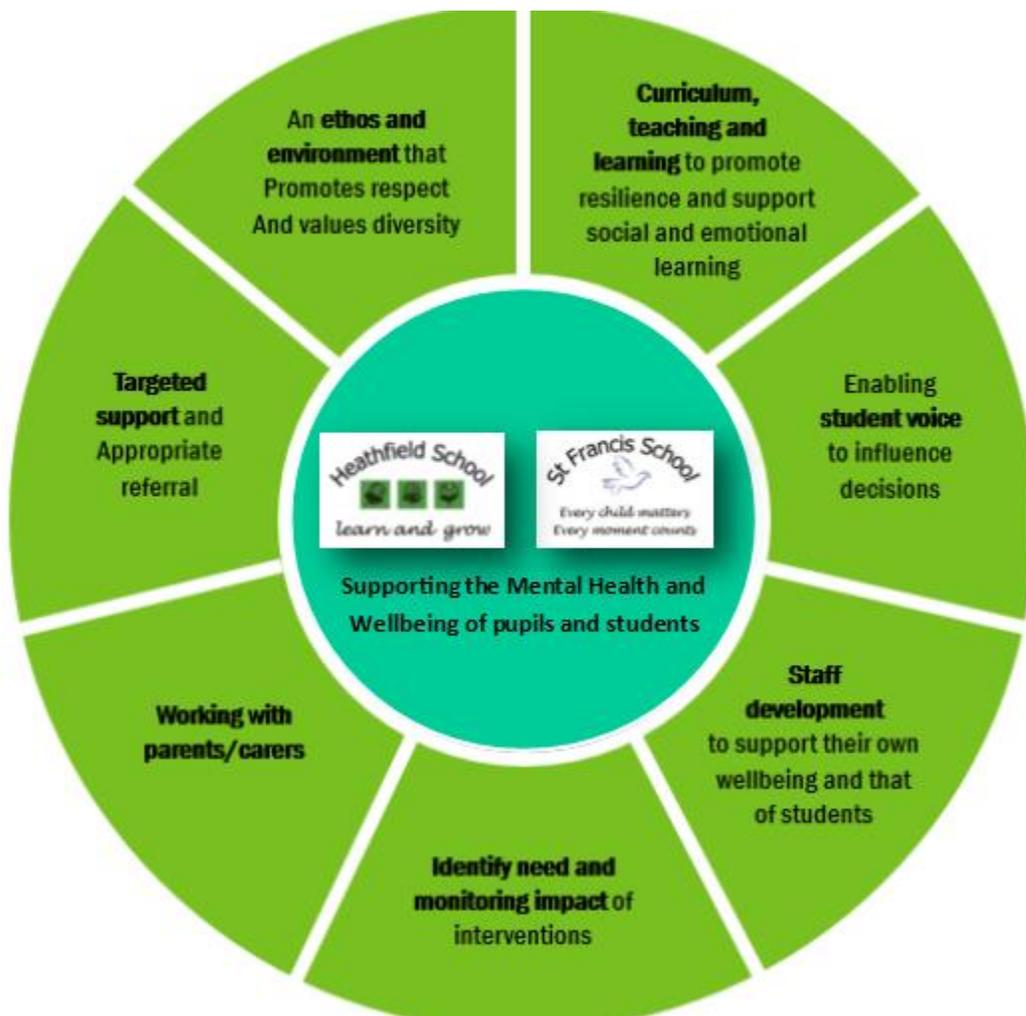
The Federation approach to mental health and wellbeing is a process, not a one-off activity. Heathfield and St Francis continue to maintain schools that are ‘mentally healthy’ by:

- Identifying and building on the strengths and good practice that already exist which contribute to good mental health in the school.
- Identifying external support and understanding how you might best use, build relationships with, and influence what is available outside the school.
- Consulting with young people, staff, parents and carers so that everyone feels committed to positive school mental health and wellbeing.
- Making sure that the mental health and wellbeing of senior leaders, teachers, all school staff and of parents/carers is as important as that of the pupils/students, and that staff model a positive approach to mental health and wellbeing
- Encouraging openness in talking about mental health and challenging negative attitudes.
- Enhancing pupils/students’ and staff knowledge about how to maintain good mental health and wellbeing.
- Playing a key part in identifying emerging mental health needs of pupils by making sure staff can recognise signs and symptoms of mental health needs and know what to do should they have a concern.
- Referring pupils/students who need additional help onto health professionals for

appropriate specialist support and treatment.

- Having a clear process to follow where a concern is raised about a pupil/student's mental health and developing links with specialist mental health services and other local and national support.
- Making sure that young people and adults are protected by policies, values and attitudes (including behaviour, bullying, safeguarding and additional needs) and feel safe in the school environment and in the wider community.
- Ensuring that what is provided in school dovetails with the particular needs of the young people and families.
- Measuring the impact of what you do to promote and support young people's mental health in school.

Strategies for working with pupils/students about Mental Health and Wellbeing



- Pupils /students are respected and valued for who they are, and diversity is celebrated
- Pupils/students learn about keeping themselves mentally healthy and safe are included

as part of our developmental PSHE curriculum, as appropriate to their specific needs.

- Pupils/students' voice is actively sought and responded to.
- The Federation makes use of profiling tools, such as: Boxall Profile, Strengths and Difficulties Questionnaire, Thrive profile, to pinpoint the areas of need and target support.
- Specific interventions can be used in school to provide targeted support for pupils/students. These include:
 - Thrive approach
 - ELSA
 - Nurture Group
 - Drawing and Talking
 - Relationships with specific adults are nurtured
 - Pastoral support
 - Mindfulness activities
 - Lego Therapy
 - Sensory Integration Therapy
 - Zones of Regulation approach
 - Friendship skills groups
- In liaison with parents and carers, referrals to other agencies are made, such as to CAMHS, EP and Paediatricians for support.
- All staff are trained in safeguarding and positive behaviour management (Team Teach)
- Mental Health Champions are an additional body of support

STATEMENT OF INTENT FOR PROMOTING STAFF WELLBEING

The Federation of Heathfield and St Francis School wants to ensure that staff are supported and encouraged to develop personally and professionally.

The Federation of Heathfield and St Francis School is committed to making sure that this Wellbeing Policy is implemented so that each individual has the tools to be proactive in looking after their own wellbeing, to cope successfully in work, and with the demands in their lives.

The Federation of Heathfield and St Francis recognise the job is challenging and will strive to develop resilience among the staff team and encourage peer support.

Aims

- To develop a healthy, motivated workforce who are able to deliver a high standard of education to pupils.
- To help ensure our Federation promotes health and wellbeing of all staff members, recognising the impact work can have on employees' stress levels, mental and physical health.
- To equip staff to look after their own wellbeing, as well as supporting colleagues with theirs.
- To recognise that excessive hours of work can be detrimental to staff health and

effectiveness and to agree on flexible practices where possible without damaging opportunities for pupils to succeed.

- To improve staff development, co-operation and teamwork by creating effective leaders.
- To make staff members aware of the channel which can be used to manage and deal with stress or work related health and wellbeing issues.

ROLES

The Governing Body:

- will oversee the implementation of this policy and ensuring that staff enjoy a reasonable work-life balance.
- will adopt the appropriate policies in respect of 'family friendly' employment, including consideration of part-time working etc., where this can be implemented without detriment to the operational requirements of the school. Applications following MOPP guidelines will be considered.
- will ensure that clear procedures are in place that will minimise the levels of stress caused to staff when following formal procedures such as the Capability or Disciplinary Policy.
- will provide a range of strategies for involving staff in the school decision making processes.
- will review the demands on staff, and seek practical solutions wherever possible.
- will provide personal and professional development such as stress management, team building, etc.

The Executive Headteacher/ Heads of School:

- will ensure that all staff enjoy a reasonable work-life balance and lead by example.
- will support the governing body in ensuring that strategies are implemented to effectively manage and, where necessary, reduce employee stress. This includes preventing unnecessary stress and ensuring that any work-based stress employees experience is at a productive, healthy level.
- will adopt school policies and provide clear guidance regarding time-off for public or trade union duties, or for personal reasons. (for further information refer to the Federation Absence Management Policy.)
- will ensure that there is clear communication between staff, SLT and Governors.
- will create reasonable opportunities for employees to discuss concerns, and will enable staff to do so in an environment where stress is not considered a weakness.
- will ensure that all staff are aware of and trained in-line with the school's priorities and offered opportunities for development.

- will appoint staff wellbeing leads (Louise Park and Hazel Soffe) who are responsible for ensuring that the good health and wellbeing of all staff members is supported, promoted and valued by the school. The leaders will also ensure that school policies and procedures

reflect this aim.

- will make individual interventions such as short-term rehabilitation and return to work plans, and longer-term reasonable adjustments to work.
- will ensure all staff are familiar with the Mental Health and Wellbeing Pledges.
- will ensure all staff are equipped with information about looking after own mental health and wellbeing, as well as expectations from employees (see Mental Health and Wellbeing at Work document)

Staff members:

- will make themselves aware of the school's policies on Capability, Bullying and Harassment, Staff Attendance etc.
- will assist in the development of good practice and ensure that they do not, through their actions or omissions, create unnecessary work for themselves or their colleagues.
- will ask their Line Manager/ SLT for help or support if required. This includes understanding that a good relationship requires communication from both parties and therefore it is important that issues are raised at the earliest possible moment so that effective strategies can be put in place to manage workloads.
- will identify opportunities for development and take advantage of those offered by the school.
- will apply for any requests for leave of absence in advance and be honest about sickness absence.
- will share their views, ideas and feelings about all issues concerning the school at formal meetings and informal gatherings.
- will use the information found in the Mental Health and Wellbeing at Work document, to support their own mental health and wellbeing and be familiar with ways to find support.

Actions to support new staff:

- All new staff will receive the staff induction pack/staff handbook.
- All new staff will engage in the induction process and receive support via this process
- All staff will be made to feel welcome and given as much support as required.
- All staff will be given a link buddy to support them in their new role.

Mental Health Champions:

- are self-appointed staff members, who are part of a working group, focussing on promoting mental health and wellbeing for the whole Federation community,
- understand the foundations of promoting mental health and wellbeing,
- are role models in the dispelling the stigma of mental health and wellbeing difficulties,
- promote the ethos and culture of the Federation, where everyone feels that they belong. It involves working with families and making sure that the whole school community is welcoming, inclusive and respectful,

- are not counsellors, but can signpost staff members to support,
- work with others in school to ensure an appropriate curriculum is in place that supports pupils with their mental health. This includes helping children and young people to understand and express their feelings,
- actively promote emotional health and wellbeing in the school,
- raise concerns and liaise with teachers and SLT to ensure the most appropriate provision is sought and implemented, and;
- are willing to further professional training to gain the knowledge and understanding needed to complete the role.

PROCEDURES FOR HANDLING ISSUES OF WELLBEING THAT REQUIRE SLT INTERVENTION

The Federation's Senior Leadership Team must encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns. The Senior Leadership Team should be sensitive to any problems which may cause the employee stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises.

Where additional, professional advice is required, the school has contacts with Occupational Health Professionals and Human Resource experts and these avenues should be utilised.

Where necessary, staff should be encouraged to use the confidential counselling service provided by Hampshire County Council. Employees should be encouraged to self-refer to the confidential counselling service by contacting 023 8062 6606 or counselling@hants.gov.uk.

The school will provide support to any employees facing high-levels of stress in the workplace, as well as other work-related issues which are having/have the potential to have negative impacts on the staff member's health and wellbeing. The various options for dealing with such issues should be discussed with staff members where appropriate.

During this time, the school will ensure that at all times the staff member's privacy and dignity is respected. This means maintaining confidentiality, upholding the employee's rights and dealing with the employee with tact and sensitivity.