

Cavendish View School

Staff Wellbeing Policy

Policy implemented: July 2023
Last reviewed: New Policy
Next review due: July 2025

1. Contents

1. Contents.....	1
2. Policy statement.....	2
3. Mission/Values/Ethos.....	3
4. Aims.....	3
5. Expectations.....	3
6. Roles and responsibilities.....	5
7. Strategies.....	6
a.) Taught curriculum.....	6
b.) Stress-reduction procedures.....	6
c.) Signs and indicators to be aware of.....	8
8. Response.....	8

a.) Confidentiality.....	8
b.) Comforting.....	8
c.) Process.....	9
d.) Referrals.....	9
9. Additional resources.....	10
a.) For children.....	10
b.) For adults.....	10

2. Policy Statement

At *Cavendish View* we are committed to promoting and supporting the positive mental health and Wellbeing of our whole school community. As a school, we endeavour to support staff Wellbeing, not only to ensure that pupils receive high quality care, but also to ensure our employees feel valued, supported and cared for as part of a team.

Mental ill-health can be caused by a combination of work and non-work-related factors. There is a myriad of reasons for mental ill-health and we understand that people will need support in different ways and at different times throughout their lives as a result of such factors. For this reason, we are committed to maintaining our knowledge of best practice to create conditions that support and encourage good mental health, as well as recognising the signs of ill health and providing appropriate support wherever possible.

EQUALITY AND DIVERSITY STATEMENT

The Salutem Group is committed to the fair treatment of all in line with the Equality Act 2010. An equality impact assessment has been completed on this policy to ensure that it can be implemented consistently regardless of any such factors and all will be treated with dignity and respect.

3. Mission, values and ethos

At *Cavendish View* we believe that with strong roots, we grow and flourish together. We recognise the importance of safeguarding the mental health of our whole community and strive to provide a safe, positive and nurturing working environment. We know that the care and education of children and young people is highly rewarding; we are also aware of the day to day demands and pressures of modern life and how these pressures can place a high level of demand on our valued team members.

Our team are supportive of staff from a diverse range of backgrounds including those who practice varying religions. In order to support our team, procedures have been put in place that ensure staff wellbeing remains one of the key focuses of our practice. These include regular staff breakfasts and a birthday club as well as a staffroom with outdoor space. In doing this, we aim to provide our team with a safe, inclusive and nurturing working environment that acknowledges their individual needs.

4. Aims

The aim of this policy is to provide clear and coherent guidance about the ways in which *Cavendish View* seeks to promote and support positive mental-health and wellbeing for all pupils and staff. The contents page outlines where to find each section of the policy. Whilst every effort has been made to ensure this policy is comprehensive, we will review it annually to ensure it reflects any previously overlooked aspects and is current, compliant and relative to the needs of our teams and pupils.

5. Expectations

Mental health and Wellbeing affect all members of our school community, including staff, pupils, parents and visitors. We expect all staff to make every effort to have regard to their own mental health and Wellbeing and to seek advice, support or comfort for any issues around these areas as soon as is practicable.

Pupils – Many pupils find it difficult to identify their feelings and may not know when they are experiencing an episode of mental ill-health. Children can be adversely affected by things that an adult has built resilience to, and we strive to know our pupils well so that we can recognise these times. Our *Wellbeing Champion* is on hand to offer suggestions to staff for ways to promote positive mental health within their classes and strategies to support pupils. We also

have a play therapist on-site who has capacity to work with pupils experiencing issues with their mental health and wellbeing.

Parents – We aim to work in partnership with our families and expect families to keep us updated with information around their child’s mental health and wellbeing. For example, if the family have suffered a bereavement, loss of a pet or change of employment status, parents are asked to let staff know via “Class Dojo or in the *Home Links Book*. This is so that staff can prepare any resources they may have to support the child through that time.

All staff – There is an expectation that staff will make another member of staff aware if they are experiencing any significant life events that may affect their performance or attendance at work. The person who they speak to should then relay this situation to SLT on their behalf. If staff notice any member of staff is exhibiting any of the signs or indicators outlined in Section 6c, they have a responsibility to speak to a member of SLT. This is so that SLT can take steps to support each individual whilst maintaining confidentiality.

For all staff to remain compliant with our policies and national guidance, they must ensure they are familiar with the latest version of Keeping Children Safe in Education and act in accordance with it.

All staff have a responsibility to be aware of and understand the needs of the pupils in their class, and to ensure they are familiar with and understand the EHCPs of pupils they are working with. If staff notice any pupil is exhibiting any of the signs or indicators outlined in Section 6c, they must speak to the class teacher in the first instance. They may then be directed to the Wellbeing Champion or a member of SLT as appropriate.

Wellbeing Champion - Ellie Aney is the named member of staff who champions our school’s wellbeing practice. She offers support on staff wellbeing and knows where to access external support. Ellie is committed to keeping her knowledge about wellbeing and mental health up-to-date and will review our practices. This role includes supporting the developing knowledge of the whole staff team and ensuring we are implementing the necessary strategies to safeguard the wellbeing of our staff.

SLT – This team are responsible for making referrals and signposting to additional support. Anyone experiencing difficulties with their mental health and wellbeing should speak to a member of SLT so they can offer appropriate support and guidance. This may include a referral to an external service or be as simple as making a small change to the daily timetable. Each decision is based on individual circumstance and is dealt with in confidence. A record of any mental health and wellbeing concerns is kept in regular SLT meetings. Any additional concerns, discussions or further support is recorded in a log on Teams by SLT with restricted access.

If a member of SLT is experiencing any difficulties, they should speak to a colleague from within the company for appropriate advice, support and guidance.

6. Roles and responsibilities

All staff have a role to play in promoting and supporting positive mental health and Wellbeing at this school (see Section 4, Expectations). This includes treating all staff, pupils and parents with respect and dignity at all times. All staff must carry out their roles in accordance with all relevant policies and procedures.

Non-teaching staff must ensure that any concerns around the mental health and wellbeing of a pupil, parent or staff member are reported to the Family Liaison Officer and treated confidentially.

Teaching staff have a responsibility to plan to meet each child's needs in accordance with National Curriculum expectations for each subject area, and adapt planning where necessary to meet the needs of their individual pupils. This can be in line with EHCP targets or in response to any situation they have been made aware of (i.e. family difficulties/bereavement, etc.) Teachers should ensure Learning Support Assistants (LSAs) have any information they need in order to be able to support a child appropriately without compromising confidentiality. It is the responsibility of teachers to ensure the Family Liaison Officer (FLO) is aware of any change in family circumstance that they become aware of.

Members of the LSA Team must maintain the confidentiality of pupils within their care. They should seek to support each child under the direction of the class teacher. If a parent or pupil confides a change in circumstance to a member of the LSA Team, they should inform the class teacher for that child so that they can follow the procedure outlined above.

The Wellbeing Champion is available to support all staff and signpost them to relevant guidance, help, advice and training.

The FLO is responsible for keeping confidential records of concerns raised for any pupils, parents or staff and to determine the relevant course of action. The FLO is responsible They must do this in conjunction with SLT.

The Headteacher and Deputy Headteacher are responsible for ensuring all staff receive suitable training and guidance around mental health and wellbeing. They must ensure that all policies are kept updated and that staff adhere to policies and procedures in place. If a policy has been

breached, they must act to remedy the situation and determine the appropriate course of action in accordance to the relevant guidelines.

Their roles include addressing concerns raised with them whilst maintaining confidentiality. They work with company HR and the Divisional Director for Education to determine appropriate courses of action at every stage, including advising on referrals for Occupational Health and Attendance Procedures.

7. Strategies

a.) Taught curriculum

Staff plan using National Curriculum documentation to meet each child's stage of development. The taught PSHE curriculum follows the PSHE Association's SEND guidance which is divided into six topics to be taught across the year. Staff also plan activities and events to coincide with national days of awareness to promote a positive attitude to mental health and wellbeing, such as '*World Mental Health Day*' (10.10.23). If a pupil is experiencing a particular situation likely to have a short-term negative impact on their mental health and wellbeing, teachers have the flexibility to plan a range of 'one-off' lessons to address those issues if this is deemed appropriate after discussion with FLO/SLT.

b.) Stress-reduction procedures

To ensure staff are supported within the setting:

- All new staff receive a full induction so they are clear on their roles and responsibilities
- Staff receive ongoing training to ensure that they are confident in their role to minimise stress within the workplace
- Regular supervisions take place every term in which staff wellbeing is discussed, recorded and acted upon
- Staff are respected and valued in their work whatever their role. Tasks are shared out appropriately according to roles and levels of responsibility. Workload is monitored and reviewed on a regular basis by SLT
- Staff are encouraged to maintain their own work-life balance. Staff have time at the beginning and end of each day to plan and prepare lessons for the pupils and complete training. This is to reduce the amount of work they do outside of contracted hours. In addition, teachers have weekly PPA time
- We carefully review our expectations around the amount of paperwork that staff must complete, including observations and assessments of children. We work as a team to ensure all record keeping is meaningful and kept to an appropriate level so as not to add undue pressure to staff members
- We work hard to maintain a reflective culture within the setting that encourages feedback from staff about management procedures and working relationships. This reflective culture supports an environment of teamwork, facilitating the involvement of every member of staff in the practice of our setting

- Staff are encouraged to take their required breaks at appropriate intervals to ensure they have time to rest and recuperate, with time away from busy rooms
- A team of staff are available to listen to any issues or concerns at the end of each day in the 'debrief window' which is clearly marked on the shared online calendar for each day. This team consist of Headteacher, Deputy Head, FLO/DSL, Behaviour Specialist and HLTA
- The school will ensure that confidential conversations take place in private away from other staff members and children
- All information will remain confidential or on a need-to-know basis to support the facilitation of open and honest conversations. However, where the member of staff feels there is a question around the safety of another person, they will refer to the FLO or SLT who may then turn to outside agencies for support and guidance. These measures will be discussed in a sensitive and understanding manner with the staff member as appropriate
- Team meetings are planned to raise awareness of mental health and wellbeing by engaging staff in conversations about how we can maintain a supportive environment
- We promote a culture that supports any staff member who is experiencing a mental health related illness and reasonable adjustments are made to support any staff experiencing mental health issues
- If the school is made aware of any member of staff who requires support, a plan for more regular support sessions and adjustments to their working day will be discussed and decided in partnership with the staff member. This plan will be reviewed regularly and adapted to ensure it is a relevant and appropriate (See *Supporting Staff Members Individually* Section)
- If adjustments are unable to meet the needs of the member of staff or the school, then further advice support will be sought from HR
- Staff wellbeing and staff self-care information is available within designated staff areas and staff can access additional information via '*Blink*' and '*Salutem Rewards*'.
- Leaders and managers support staff in a safe culture where bullying, harassment and discrimination are not tolerated. SLT will challenge and deal with any inappropriate behaviour in a timely manner in accordance to advice from HR

Supporting staff members individually

At *Cavendish View* we include wellbeing as part of our discussions at staff supervision sessions and appraisals. During these sessions, we work with staff on an individual basis, and have wellbeing discussions to ascertain any individual needs. Where the supervisor and staff member feel it is appropriate, they will draw up an individual action plan looking at workload and any stress triggers. With the needs of the school also in mind, reasonable adjustments will be made for the member of staff. This could include flexible working agreements, changes in environment, adjustments to roles and responsibilities, more frequent breaks, a working buddy, or any other appropriate measure that it is felt could be helpful. When returning to work after a period of absence, a '*Back to Work*' interview is carried out as per our '*Return to Work Policy*.'

We follow all statutory guidance on the safeguarding of our workforce and if SLT are concerned about the safety of a member of staff, we will work with the appropriate external agencies. This is to ensure the continued safety of our workforce at all times.

c.) Signs and indicators to be aware of

At *Cavendish View School*, we recognise that our children and young people are at high risk of mental health disorders due to a number of biological, psychological and social factors associated with their conditions. Due to the nature of their disabilities, mental health disorders can often go undiagnosed and untreated so it is important for all staff to be aware of potential symptoms and warning signs.

Any member of staff may become aware that a student or staff member is experiencing mental health issues. These warning signs should **always** be taken seriously and staff observing any of these warning signs should communicate their concerns to the relevant staff immediately.

Possible warning signs include:

- Being clearly upset and emotional
- Becoming withdrawn
- Changes in activity and mood
- Changes in behaviour i.e., angry outbursts, being unkind to peers
- Changes in eating/sleeping habits
- Lowering of academic achievement and disengagement with learning
- Expressing feelings of failure, uselessness or loss of hope
- Talking or joking about self-harm or suicide
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Reluctance for help with personal care
- Expressing dislike of self and/or their body
- Lateness to or absence from school/an increase in lateness and absenteeism
- Repeated physical pain or nausea with no evident cause
- Physical signs of harm that are repeated or appear non-accidental
- Abusing drugs or alcohol

8. Response

a.) Confidentiality

Staff reporting any concerns must do so in accordance with this policy. Confidentiality must be maintained at all times, and all concerns must be handled sensitively. Staff are expected to understand that we operate on a need-to-know basis to maintain dignity and confidentiality of all involved in any given situation. All staff are expected to request to speak about confidential matters in a quiet area away from pupils and other staff or parents.

b.) Comforting

At *Cavendish View School*, we wish to facilitate students' understanding of boundaries between support staff and friends/family, as well as appropriate and inappropriate touch. For students that are tactile sensory seekers and may request or initiate hugs, every effort is made to redirect

students to other forms of greeting/comfort and are offered sensory support through more appropriate methods such as:

- soft toys
- weighted blankets
- ball pool
- other appropriate sensory resources.

However, we do recognise that for children's' mental health and wellbeing, there may be times where pupils require additional support and comforting from a member of staff. For example, if a pupil is upset, unwell or in pain, it may be deemed beneficial for their wellbeing to offer some physical comfort. In these circumstances, staff should follow these guidelines:

- ensure you are in a public place with another staff member present
- speak to the student first and offer comforting words
- ensure students have the opportunity to express their concerns either verbally or via AAC
- place a hand or arm around the student's shoulders. Don't encourage a full embrace and where a child presses against your body, ensure your body position is side-on and not front-facing. The only exception to this would be for early years students who may benefit from comfort on a staff member's lap (however they must be in a public space with at least one other staff member present).
- follow the pupil's moving and handling plans at all times.

Kissing pupils in any form is not acceptable in any circumstance.

c.) Process

If anyone discloses concerns about themselves or a friend to any member of staff, then all staff will respond in a calm, supportive, and non-judgmental manner.

All disclosures will be recorded confidentially and only shared with the appropriate authorities if it's necessary to keep the person safe, in line with our Safeguarding Policy.

The disclosure record will contain:

- The name and date of birth of the student
- The date of the disclosure
- The name of the staff member to whom the disclosure was made
- The nature of the disclosure and the main points from the conversation

d.) Referrals

Concerns may be escalated and referred to external agencies in line with the above policy. Such referrals can be made by the FLO or SLT. However, all staff must ensure they are familiar with the latest version of Keeping Children Safe in Education and act according to the guidance within. This includes the legal obligation for any staff to report a safeguarding concern regarding FGM directly to the Police.

9. Additional resources

The following websites contain some additional information that may be useful.

a.) For children

<https://www.nhs.uk/every-mind-matters/supporting-others/childrens-mental-health/>

<https://learning.nspcc.org.uk/child-health-development/promoting-mental-health-wellbeing>

<https://www.place2be.org.uk/our-services/parents-and-carers/supporting-your-child-s-mental-health/>

<https://www.youngminds.org.uk/>

<https://www.barnardos.org.uk/what-we-do/helping-families/mental-health>

<https://www.ypas.org.uk/>

<https://www.liverpoolcamhs.com/>

b.) For adults

<https://www.nhs.uk/every-mind-matters/urgent-support/>

<https://www.mind.org.uk/>

<https://www.family-action.org.uk/what-we-do/adult-mental-health-and-wellbeing/>

<https://www.redcross.org.uk/get-help/get-help-with-loneliness/wellbeing-support>

<https://www.mentalhealth.org.uk/explore-mental-health/get-help>