



# Windmill Hill Primary School

## School Wellbeing policy

### **Relevant Legislation**

Children and Families Act 2014 – Section 96

Care Act 2014 – Sections 63 and 64

Equality Act 2010.

### **Guidance**

DFE Mental health and wellbeing support in schools and colleges 15 June 2021

DFE Education staff wellbeing charter May 2021

DFE Teaching about mental wellbeing June 2020

DFE Mental Health and Wellbeing Resources for Teachers and Teaching Staff - June 2021

This policy was written in consultation with staff, pupils, parents and professionals involved in mental health and wellbeing.

### **We Promise...**

At Windmill Hill Primary School, we want our children to experience the joy of discovery; to solve problems; to be creative in writing, art and music. Most of all, we strive to develop their self-confidence, so that they develop into emotionally strong adults.

To provide for learners' physical, mental, social, spiritual, moral and cultural needs.

### **Policy Statement**

At Windmill Hill Primary School, we are committed to supporting the emotional health and wellbeing of our pupils and staff.

We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued.

At our school we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is vital and that we all have a role to play.

**At our school we:**

- help children to understand their emotions and feelings better
- help children feel comfortable sharing any concerns or worries
- help children socially to form and maintain relationships
- .promote self - esteem and ensure children know that they count.
- encourage children to be confident and 'dare to be different'
- help children to develop emotional resilience and to manage setbacks.
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**We promote a mentally healthy environment through:**

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making
- Celebrating academic and non-academic achievements
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others
- Providing opportunities to reflect.
- Access to appropriate support that meets their needs

**We pursue our aims through:**

- Universal, whole school approaches
- Support for pupils going through recent difficulties including bereavement.

- Specialised, targeted approaches aimed at pupils with more complex or long term difficulties including attachment disorder.

## **Responsibilities**

### **Governing Body**

The Governing Body will be responsible for ensuring that the school has an Emotional Wellbeing Policy and that the Head teacher has sufficient and suitable resources to enable effective delivery of this policy. In order to do so they will delegate to the Head teacher the responsibility for the implementation of the policy and ensuring there are the necessary resources available. Then they will,

- Monitor the implementation of the Emotional Wellbeing policy through requesting updates from the Head teacher
- Receive reports from the Head teacher on stress-related sickness absence within the school
- Review the policy within 12 months of its implementation and then every two years

### **Chair of Governors**

The Chair of Governors will:

- Be responsible for arranging and conducting a Wellbeing risk assessment (see appendix 'B') for the Head teacher.

- Following the Wellbeing risk assessments the Chair will ensure that an action plan is jointly agreed between the Head teacher and the chair of governors to reduce work-related stress factors.

## **Head teacher**

The Head teacher will:

- Develop and encourage a positive style of management to promote emotional wellbeing, which is supportive towards all school staff affected by both work-related stress factors, as well as external stress factors e.g. divorce or bereavement
- Be responsible for ensuring the health, safety and welfare of all school staff.
- Attend training on Wellbeing risk awareness and where appropriate carry out Wellbeing risk assessments (along with other senior members of the school's management team)
- Carry out and ensure the implementation of measures to promote emotional wellbeing and minimise employee exposure to stress.
- Ensure that the physical working environment is freed from stressors such as excessive noise levels, inadequate space etc.
- Ensure effective communication between management, trade union representatives and employees, particularly where there are organisational and procedural changes.
- Ensure school staff are appropriately trained and resourced to effectively carry out their duties.
- Recognise that from time to time, staff may have experiences in their personal lives that may make them vulnerable to pressures at work and which may have a temporary influence on their work performance e.g. bereavement or separation

- Ensure the school’s sickness monitoring information is up to date and identifies any stress related illness whether work related or as a consequence of external stress.
- Treat all discussions with staff around personal stress factors as confidential unless the member of staff gives written agreement for disclosure
- Upon identifying that an employee is suffering from stress or a stress related illness, carry out an Individual Wellbeing risk assessment around that individual and associated work-related stress factors.
- Following Individual Wellbeing risk assessments, ensure that an action plan is jointly agreed between the Head teacher and the member of staff involved to reduce work-related stress factors
- Review the action plan at regular intervals agreed between the two parties to ensure the effectiveness of any control measures put in place.

## **Local Authority**

Local Authority will:

- Provide training for school staff in stress awareness and the management of wellbeing factors through the risk assessment process.
- Provide support and guidance to schools in completing the sickness absence returns (who have a SLA with H.R).
- Provide details of courses staff can access on how to identify and manage their own individual stress factors.

## **School Staff**

Staff will:

- Have a duty to take reasonable care of their own health and safety and should therefore co-operate with management in emotional wellbeing and stress reduction measures including attending any training provided.
- Where staff recognise that they may be suffering from stress, either work-related or due to external stress factors, which may impact upon their work performance, they should raise this with the Head teacher or their line manager or alternatively with their trade union representative.
- Where staff feels it inappropriate to discuss issues around stress with their Head teacher, line manager or trade union representatives, some schools will provide the option to self-refer to a confidential counselling service provided by Occupational Health or the personnel provider's Welfare Officer.
- Accept opportunities for counseling when recommended.

## **Review and Evaluation**

In order to ensure the policy meets relevant requirements it shall be reviewed annual or in the event of:-

- Changes to legislation;
- Employee concern.

Following completion of any review, the program will be revised and/or updated in order to correct any deficiencies. Any changes to the program will be consulted through the relevant stakeholders.