BELMONT SCHOOL
(Additionally Resourced Mainstream School)

Staff Mental Health and Wellbeing Policy
SEPTEMBER 2023

UNCRC Article 2 Individual children and young people shouldn't be discriminated against when these rights are realised. This covers both direct and indirect discrimination. UNCRC Article 23 If I have a disability, I have the right to special care and education	Global Goal 3 - Good Health and Well-being Ensure healthy lives and promote well-being for all at all ages. Global Goal 10 – Reduced Inequalities Reduce inequality within and among countries.

Head Teacher	
Name	Mrs P Aggarwall
Chair of Governors	
Name	Mr M Kara
Date Ratified	12th July 2023
Review Date	Annually

Development of the whole school learning community promotes personalised and independent learning throughout the learning journey for pupils and adults. Pupil voice informs all school development priorities – every child, every day make us Stronger Together.

This policy should be read in conjunction with the following policies and procedures:

- *Staff Conduct*
- *Dignity at Work*
- *Stress Policy*
- *Health and Safety Policy*
- *Employee Absence and Reporting*
- *Staff Support Structures*
- *Staff Handbook*
- *Whistle Blowing*
- *Staff Induction*
- *Staff Mental Health CPD*

Legislation

Pieces of legislation that will be considered when promoting positive mental, physical and emotional wellbeing, including, but not exclusively:

- The Health and Safety at Work Act 1974
- The Equality Act 2010
- Working Time regulations
- Employment Rights Act 1996
- Employment Relations Act 1999

What is Mental Health?

The World Health Organization, 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".

Purpose of policy

Belmont School to protect, support and promote the mental health and wellbeing of all staff through workplace practices, and encourage staff to take responsibility for their own mental health and wellbeing. By promoting mental health wellbeing Belmont School aims to build a safe and healthy environment and culture.

We believe and recognise that our staff are our most important resource and all are valued, supported and encouraged to develop personally and professionally within a caring, purposeful learning community.

Having a better understanding of how we promote 'Mental Health' at Belmont School means that as a staff, we are able to create a welcoming, caring learning community where relationships are based on mutual respect. As a learning community, we acknowledge our essential role of being able to identify and signpost support to promote positive and respectful relationships that enables everyone to feel valued, happy and able to succeed in a safe environment.

Objectives of this policy

This policy aims to:

- Develop a healthy, motivated workforce who are able to deliver a high-standard of education to pupils.
- Help ensure that our school promotes the health and wellbeing of all staff members, recognising the impact work can have on employees' stress levels, mental and physical health.
- Recognise that excessive hours of work can be detrimental to staff health and effectiveness and to agree on flexible working practices where possible without damaging opportunities for pupils to succeed.
- Communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- Respond sensitively to external pressures which affect the lives of staff members.
- Provide staff with training to deal positively with stressful incidents, and provide them with a sense of confidence to deal with emergencies via training.
- Improve staff development, cooperation and teamwork by creating effective leaders.
- Make staff members aware of the channels which can be used to manage and deal with stress or work-related health and wellbeing issues.
- Encourage staff as individuals to accept responsibility for their own mental, physical and emotional well-being.
- Comply with statutory requirements, considering equality implications.
- Develop and maintain a positive health and safety culture through communication and consultation with staff and their representatives on health and safety matters.
- Develop an open culture in which mental, physical and emotional wellbeing is taken seriously and in which staff are encouraged to seek any help and support they need.

Roles and responsibilities

The Leadership and Senior Team, governing body, teaching and non-teaching staff, will work towards an ethos where everyone is valued, where respect, kindness and honesty are the cornerstones of all school relationships and where health and well-being are seen as important. We expect all staff to treat confidential information sensitively and in-line with school policy.

Members of staff will:

- Review/read this policy and seek clarification from management where required
- Consider this policy while completing work-related duties and at any time while representing **Belmont School**
- Support colleagues in their awareness of this policy

- Support and contribute to **Belmont School's** aim of providing a mentally healthy and supportive environment for all workers.
- Take care of their own health and safety at work and communicate with key staff when they think they are experiencing a problem.
- Act in a manner that respects the health and safety needs of themselves or others whilst in the workplace.
- Consider wellbeing support mechanisms offered; e.g. counselling.
- To attend training on health and wellbeing issues where they feel that this is appropriate.
- Where possible, be watchful of any indication of changes of behaviour in colleagues and promote sympathetic alertness to colleagues who show signs of stress.
- Be committed to the ethos of staff well-being, keeping in mind the workload and well-being of others.
- Value all members of staff in the school, acknowledge the important role that each and every one takes, treat one another with honesty, respect and kindness.
- Contribute to the ethos and social aspects of school life where possible, to enhance morale and effective team spirit.
- Develop and respect shared areas so that there is an appropriate space to relax.
- Continue to arrange medical appointments outside of school hours unless absolutely necessary.
- Take reasonable care of their own mental health and wellbeing, including physical health
- Take reasonable care that their actions do not affect the health and safety of other people in the workplace.
- To engage in the monitoring and reviewing of the policy

Senior Leaders/Line Managers will:

- Ensure that all workers are made aware of this policy.
- Manage the implementation and review of this policy.
- Train employees in mental health wellbeing.
- Foster a supportive work environment, operating in a fair and consistent manner.
- Pay attention to any indication of changes in performance or behaviour in staff and promote sympathetic alertness to staff who show signs of being under stress.
- Follow agreed procedures when there are concerns or absence due to work-related stress and other mental health problems.
- Ensure that a return-to-work policy is established in the workplace that is supportive of staff both while absent and upon return to work.
- Carry out a risk assessment, where necessary, and especially when concerns have been raised, as soon as possible.
- Attend regular training on health and wellbeing in schools.

- Communicate work-life balance practices to all staff and manage pressures which may affect staff and anticipate likely problems, acting to reduce the effects of these pressures where possible.
- Demonstrate commitment to staff by encouraging a good work/life balance.

The Headteacher will:

- Recognise the value of good management practice with systems in place to effectively manage staff and encourage a partnership approach with staff and workplace unions.
- Foster a supportive work environment, operating in a fair and consistent manner.
- Promote a healthy workplace and practices that ensure that members of staff are able to develop a healthy mind.
- Pay attention to any indication of changes in performance or behaviour in staff and promote sympathetic alertness to staff who show signs of being under stress.
- Understand the differing needs of staff, at different points and events during their life cycles, and offer support accordingly, if and when required. This may include support for pregnant women, older women during the menopause, and those with caring responsibilities.
- Follow agreed procedures when there are concerns or absence due to work related stress and other mental-health problems.
- Ensure that a return-to-work policy is established in the workplace that is supportive of staff both while absent and upon return to work.
- Carry out a risk assessment, where necessary, and especially when concerns have been raised, as soon as possible.
- Ensure that all staff have access to regular training sessions on health and wellbeing in schools, including practical sessions to deal with mental, physical and emotional wellbeing issues, and that they are given the appropriate time and resources to undertake this.
- Carefully plan and agree work-life balance solutions including flexible working practices where possible and appropriate.
- Demonstrate commitment, via systems and practices in place to employees maintaining a good work/life balance, and ensure that such practices are communicated to all staff.
- Manage pressures which may affect staff, including the impact of workload pressures, and anticipate likely problems, acting to reduce the effects of these pressures where possible.
- In consultation with the workplace unions, conduct an annual survey of staff, including a section on health and wellbeing, and share and act upon results.

The headteacher implements these responsibilities with the support of appropriate staff such as the deputy headteacher, senior leaders and pastoral staff and who all strive to be positive role models through their own practice. Support will be provided 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. In some cases, this may include external support such as the teacher helpline or support from the Local Authority e.g. counselling. During this time, the staff member's privacy and dignity will be respected. This means maintaining confidentiality, upholding the employee's rights and dealing with the employee with tact and sensitivity.

The governing body will:

- Take overall responsibility for implementing this policy and ensuring that staff enjoy a reasonable work-life balance.
- Adopt the appropriate policies in respect of 'family friendly' employment, including consideration of part-time working, flexible working patterns etc., where this can be implemented without detriment to the operational requirements of the school.
- 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.
- Provide a range of strategies for involving staff in the school decision making processes.
- Review the demands on staff, and seek practical solutions wherever possible.
- Provide personal and professional development such as stress management, team building, etc.

Procedures to promote staff wellbeing:

- Weekly communication via Staff Bulletins.
- Continuing professional development for all staff.
- Performance management to discuss performance development.
- Care, support and guidance conversations to support wellbeing.
- All staff encouraged to contribute to the School Development Plan.
- All staff invited to INSET days and Professional Learning meetings.
- Recognition on staff birthdays (if staff would like to share)/special occasions.
- Administrative staff are to support the wider workforce.
- Open door policy to give staff the opportunity to voice concerns and to have their views sought. The Headteacher responds to these through staff briefings.
- Good communication systems to limit stresses potentially caused by lack of clarity.

Monitoring and review

Belmont School will review this policy annually.

Effectiveness of the policy will be assessed through:

- Thorough open and honest feedback from staff surveys that will enable the review process, which will disseminated by the Wellbeing Team and management.
- Review of the policy by management and Governors to determine if objectives have been met and to identify barriers and enablers to ongoing policy implementation.

Mental Wellbeing – What can you do about it and how can we get the right support?

To know and understand mental health wellbeing is to be able to deal with any difficulties

Training – knowledge of policies and procedures – knowledge of self in a wellbeing capacity

Be Aware

Look After Self

Restorative self-care, diet - exercise- sleep

Recuperative self-care, looking after you mind – hobbies - talking to friends and family – mindfulness

Recreational self-care, walking- meeting with friends

Worked based support, policies and procedures- management- peers

External support, friends and family – counselling – mental health resources

Access Support

Intervention and Support

When a member of staff identifies a concern on behalf on another staff member.

Steps to follow:

- Clear guidelines regarding confidentiality, information to be shared only with the staff member and relevant other personnel for the support to be implemented.
- To seek confirmation from the staff member that they agree to the information to be shared with specific personnel.
- Clear process to follow to implement support as follows
- Member of staff to talk with the individual and encourage them to discuss their difficulties with their Line Manager.
- Line manager to speak with individual to ascertain the difficulties, areas of support.
- Consider practical solutions to reduce stress – agree on how to implement these, include a review date.
- Sign post individual according to need, agree and action regular check-ins with individual to ascertain positive outcome of support and /or further support

When a member of staff discloses a mental health concern

Steps to follow:

- Clear guidelines regarding confidentiality, information to be shared only with the staff member and relevant other personnel for the support to be implemented.
- To seek confirmation from the staff member that they agree to the information to be shared with relevant personnel.
- Listen non-judgementally to their concerns.
- Direct them to their Line Manager for identification of school support.
- Line manager to speak with individual to ascertain the difficulties, areas of support.
- Consider practical solutions to reduce stress – agree on how to implement these, include a review date.
- Sign post individual according to need, agree and action regular check-ins with individual to ascertain positive outcome of support and /or further support

**Spotting the signs of poor mental health and wellbeing**

Individual signs:

- Changes in behaviour e.g. being very sociable and then not talking
- Low mood
- Tearful
- Emotional outbursts e.g. anger and other heightened emotions like frustration, stress, anxiety, panic attacks intense irritation.
- Physical symptoms e.g. IBS, headaches, colds, psoriasis
- Tiredness or poor sleep
- Over or under eating

- Errors of thinking e.g. catastrophising (that will be terrible, awful, or a nightmare), all or nothing thinking (that will never work), labelling or generalising (I am stupid, I failed, I can't do maths), blaming self or others (I mucked up really badly or it was all their fault)
- Not having breaks
- Using alcohol, drugs or other addictive behaviour
- Quality of work or performance goes down
- Not able to concentrate

Team signs

- Moaning and complaining
- Conflict
- Lack of team working
- Cliques, gossiping and lack of support for each other
- People not wanting to take on tasks
- Staff not coming up with ideas or problem solving
- Blame culture and staff critical of one another
- High absenteeism levels
- Low morale
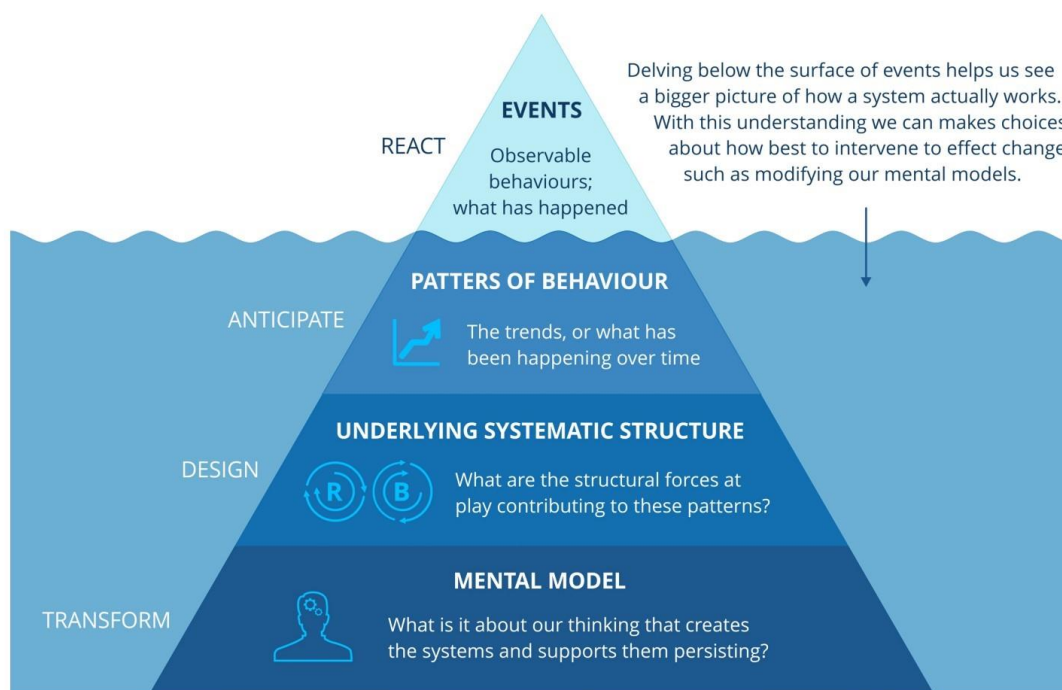
Signposting

Sometimes it will be necessary to signpost a member of staff to those more experienced in mental health wellbeing to gain a better understanding of the difficulties and an in-depth exploration of potential support.

- School Counsellor
- SENDCo
- HMS Assist – 0800 ……
- External agencies – mental health charities, GPs,

Peer level support	Management level support	Signposting level of support
Low level difficulties that are impacting on confidence and self-esteem	Acute stress and anxiety related to specific tasks at work	Chronic stress and anxiety Traumatic events

Training in mental health and wellbeing

We want all staff to be confident in their knowledge of mental health and wellbeing and to be able to promote positive mental health and wellbeing, identify mental health needs early and know what to do and where to get help.

All new staff will be assigned an induction mentor and they will support new colleagues to get used to the school's routines, policies and procedures.

Staff training is led and devised by the wellbeing team and regular staff surveys will drive the highly bespoke professional development.

Belmont School is committed to ensure that all staff feel valued and safe at all times.

General information and support

Useful Websites

https://www.educationsupportpartnership.org.uk Education Support Partnership: Provides mental health and wellbeing support services to all education staff and organisations**. A lot of really good resources here.**

 www.mind.org.uk -advice and support on mental health problems, **Wellness Action Plan**

www.time-to-change.org.uk -tackles the stigma of mental health

https://www.nhs.uk/conditions/stress-anxiety-depression - NHS Moodzone: Whatever you need to know about coping with stress, anxiety or depression, or just the normal emotional ups and downs of life

www.rethink.org- challenges attitudes towards mental health

https://www.samaritans.org – advice support on mental health problems

https://www.mentalhealth.org.uk – information and support

Acas - information on stress, and employer and employee rights, in the workplace - www.acas.org.uk

Alcoholics Anonymous - fellowship of men and women who share their experience, strength and hope with each other to recover from alcoholism - www.alcoholics-anonymous.org.uk

Boing Boing – resilience - https://www.boingboing.org.uk/

Carers UK - the voice of carers - www.carersuk.org

CBI - guidance to businesses on managing stress at work - www.cbi.org.uk

Department of Health - information on dealing with stress and mental health problems, including the use of Cognitive Behavioural Therapy (CBT) - www.gov.uk/government/organisation/department-of-health

Dignity at Work Partnership - information and guidance on bullying in the workplace - www.dignityatwork.org

Education Support is the only UK charity dedicated to supporting the mental health and wellbeing of education staff in schools, colleges and universities. https://www.educationsupport.org.uk/ Free 24/7 confidential helpline available to all staff 08000 562 561

The Equality and Human Rights Commission - the commission is working to eliminate discrimination, reduce inequality, protect human rights and to build good relations, ensuring that everyone has a fair chance to participate in society - www.equalityhumanrights.com

 Gingerbread - gingerbread and One Parent Families have now merged to provide better support and a bigger voice to 1.8 million lone parents and their children throughout England and Wales - www.gingerbread.org.uk

HSE - information on the stress management standards - http://www.hse.gov.uk/stress/standards/

Mind - mental health support - https://www.mind.org.uk/

Mindful Employer - information and guidance on managing stress and mental health in the workplace - www.mindfulemployer.net

NASUWT - information on a whole range of issues related to stress and wellbeing - https://www.nasuwt.org.uk/

NEU - information on a whole range of issues related to stress and wellbeing - https://neu.org.uk/

NHS 111 - National Health Service advice and guidance on health matters - http://www.nhs.uk/111

Princess Royal Trust for Carers - Here to improve carers' lives by fighting for equality and recognition for carers - http://www.carers.org

Relate - UK's largest provider of relationship counselling and sex therapy - http://www.relate.org.uk

Samaritans - offers confidential, non-judgemental support to individuals - https://www.samaritans.org/samaritans-cymru/

Work Life Balance Centre - exists to help people restore control over their workload and working lives to enable them to cut down overworking and so make new decisions about how they spend their time - http://www.worklifebalancecentre.org

World Health Organisation publication on work organisation and stress - http://www.who.int/occupational_health/publications/en/oehstress.pdf

Young Minds - caring for the wellbeing of teachers and school staff - https://youngminds.org.uk/resources/school-resources/caring-for-the-wellbeing-of-teachers-and-school-staff/