



DURANTS SCHOOL – POLICY DOCUMENT

Emotional Wellbeing and Mental Health

Created: April 2025 (Carmel Wraight)

Next review date: April 2026

Policy statement

At Durants school, we are committed to promoting positive mental health and emotional wellbeing to all students, their families and members of staff and governors. Our open culture allows students' voices to be heard, and with effective policies and procedures, we ensure a safe and supportive environment for all affected - both directly and indirectly - by mental health issues.

Scope

This policy is a guide to all staff – including non-teaching and governors – outlining Durant school's approach to promoting mental health and emotional wellbeing. This should be read in conjunction with other relevant school policies.

Policy Aims

Promote positive mental health and emotional wellbeing in all staff and students.

Increase understanding and awareness of common mental health issues.

Enable staff to identify and respond to early warning signs of mental ill-health in students.

Enable staff to understand how and when to access support when working with young people with mental health issues.

Provide the right support to students with mental health issues, and know where to signpost them and their parents/carers for specific support.

Develop resilience amongst students and raise awareness of resilience-building techniques.

Raise awareness amongst staff and gain recognition from SLT that staff may have mental health issues, and that they are supported in relation to looking after their wellbeing; instilling a culture of staff and student welfare where everyone is aware of signs and symptoms with effective signposting underpinned by behaviour and welfare around the school.

Key staff members

This policy aims to ensure all staff take responsibility to promote the mental health of students; however, key members of staff have specific roles to play:

Mental health and wellbeing lead – Carmel Wraight

Designated safeguarding leads – Rachel Carli, Daniela Barzanti, Chrissy Fiorentino, Kay Khing and Jamie Thaxton

Mental Health First Aiders: Daniela Barzanti, Rachel Carli, Kay Khing, Jackie Burke, Carmel Wraight, Chrissy Fiorentino, Marina Chrisostomou, David Hancox, Gabriela Teneva, Sabry Said, Marios Demosthenous

If a member of staff is concerned about the mental health or wellbeing of a student, in the first instance they should speak to the designated safeguard leads. This can be via CPOMS or in person.

If there is, a concern that the student is high risk or in danger of immediate harm, the school's child protection procedures should be followed.

If the child presents a high-risk medical emergency, relevant procedures should be followed, including involving the emergency services if necessary.

Whole School Wellbeing

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 training to enable them to keep students safe.

We will host relevant information on our website for staff who wish to learn more about mental health. The MindEd learning portal provides free online training suitable for staff wishing to know more about a specific issue. 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 to developing situations with one or more students.

We host twilight training sessions for all staff to promote learning or understanding about specific issues related to mental health.

Sandwell Wellbeing Chartermark

Durants school has achieved the Sandwell Whole School Wellbeing Chartermark. This is a national award and we are one of the first schools' in Enfield to reach this achievement. The Sandwell Well-being Charter Mark is a school's opportunity to commit to improving the mental health and well-being of everyone connected with your school. This will demonstrate that we have made significant improvements in all school areas identified by Public Health England (Leadership, Ethos and Environment, Curriculum, Teaching & Learning, Pupil Voice, Targeted Support, Staff Development, Identifying Needs, Monitoring Impact and Working with Parents).

Enfield Trauma Informed Practice in Schools and Settings (E-TIPSS)

Enfield Trauma Informed Practice in Schools and Settings (E-TIPSS) is a partnership initiative across Enfield to help children and young people, and the adults caring and working with them. We implement trauma informed approach through aligning our work with the Attachment Regulation and Competency Framework.

This involves providing a consistent structure, language and approach for use across settings and the partnership. E-TIPSS is a preventative approach and applied when planning the routines of the day and thinking about:

Our ethos and environments

Delivering the curriculum

Developing policies

Communicating with and supporting our children, our families, our staff and our whole community

Durants have demonstrated a commitment to developing a trauma-informed approach and have achieved the E-TIPSS Silver Award.

Enfield Inclusion charter

We are an Enfield Inclusion Champion School. Signing the Inclusion Charter is a commitment to:

Provide clear, visible and strong leadership for inclusion

Ensure that everyone takes responsibility for including children and young people with special educational needs and disabilities

Understand that all behaviour happens for a reason

Listen and respond to children and young people's opinions and ideas when making any decision which impacts on their lives

Celebrate difference and diversity

Work with families, professionals and practitioners across our community to help all children and young people to thrive

Ensure that everyone is comfortable to be open and honest about what support they need to help children and young people in their care

Support children and young people to prepare for their adulthood from the early years and throughout their childhood and adolescence, so they can shape their future in the way they want.

We are an Enfield Inclusion Champion School.

Pupil wellbeing

Transition support

Autistic children and young people can find change difficult, including starting or moving to a new school. Once your child has been offered a place at Durants School, a long transition package is put in place to support their move to their new school.

The Head of Lower department will visit your child's school to meet them and find out some information from their class teacher.

The Head of Lower Department will attend your child's annual review in Year 6. The Head of Lower Department and the family support worker will visit you at home during the summer term to go through the starting school pack.

Transition sessions will take place weekly in the summer term for 6 weeks. Your child will visit with someone from their school for one hour session per week. They will experience a range of lessons and different school environments in order to prepare them for the September start. For example; Cooking, Art, PE, a classroom based activity and the Sensory Room.

At Durants we understand that looking to the future can be a stressful and anxious time for Parents/Carers so we do our very best to provide the most up-to-date information and support families to help make the transition period as smooth as possible.

We aim to provide an individualised transition support for students at all stages of Transition, both pre and post 18, sourcing the most appropriate placement for each student, facilitating liaison with Care Co-ordinators, Social Work, Colleges and Service providers.

Social stories

Social stories™ were created by Carol Gray in 1991. They are short descriptions of a particular situation, event or activity, which include specific information about what to expect in that situation and why.

The terms 'social story' and 'social stories' are trademarks originated and owned by Carol Gray.

Social stories™ present information in a literal, 'concrete' way, which may improve a person's understanding of a previously difficult or ambiguous situation or activity. The presentation and content can be adapted to meet different people's needs.

They can help with sequencing (what comes next in a series of activities) and 'executive functioning' (planning and organising).

By providing information about what might happen in a particular situation, and some guidelines for behaviour, you can increase structure in a person's life and thereby reduce anxiety.

Social stories™ can be used to:

Develop self-care skills (e.g. how to clean teeth, wash hands or get dressed), social skills (e.g. sharing, asking for help, saying thank you, interrupting) and academic abilities

Help someone to understand how others might behave or respond in a particular situation

Help a person to cope with changes to routine and unexpected or distressing events (e.g. absence of teacher, moving house, death of a family member)

As a behavioral strategy (e.g. what to do when angry, how to cope with obsessions).

Behaviour plans

Every pupil at Durants has a positive behaviour support plan. Durants School provides education for children and young people between 11 and 19 years old with complex needs; Autism, severe to profound learning difficulties and multi-sensory impairment. The nature of their special educational needs means that the environment may be difficult for them to understand and the social world may be confusing. This may lead to anxiety, distress or withdrawal, which will have an impact on their social behaviour, behaviour for learning and mental health. Durants School is committed to promoting, embedding and maintaining the values and principles of Positive Behaviour Support (PBS) to enable staff to support and manage behaviours of concern. The overall aim of PBS is to improve the quality of a person's life and that of the people around them. For more information, please see the PBS policy.

When a pupil has been identified as having cause for concern, has received a diagnosis of a mental health issue, or is receiving support through either CAMHS/SCAN or another organisation, this information should be included in their positive behaviour plan and an individual risk assessment may be required.

The development of the plan should involve the pupil, parents, and relevant professionals. Suggested details in the positive behaviour plan and risk assessment include:

Details of the pupil's situation/condition/diagnosis

Special requirements or strategies, and necessary precautions

Medication and any side effects

Who to contact in an emergency

The role of the school and specific staff

Teaching about mental health

The skills, knowledge and understanding our students need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE curriculum.

We will follow the guidance issued by ASDAN to prepare us to teach about mental health and emotional health safely and sensitively. Incorporating this into our curriculum at all stages is a good opportunity to promote students' wellbeing through the development of healthy coping strategies and an understanding of students' own emotions as well as those of other people.

There are slots in the timetable that focus solely on well-being such as yoga, mindful colouring and meditation.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of mental health in school.

Some pupils may be supported individually with social stories created by their teachers.

Magic Breakfast

Durants School is proud to be in partnership with Magic Breakfast, providing healthy breakfasts to our pupils so that they are settled and ready to learn. Magic Breakfast provides Durants school with nutritious breakfast food to ensure children start their school day in the best possible way. Breakfast gives children the energy needed for the busy school morning, enabling them to focus on their lessons. Here at Durants school, we are committed to ensuring no child is too hungry to learn.

Therapy

The school has a range of therapists that work with the pupils, staff and their families to support them and their wellbeing.

Speech and language

Work on language and communication skills is a focus of the whole school. Speech and language therapists work with teachers and support staff to help all pupils to develop their communication skills (including using visual support for language and communication where appropriate) across the week. Working in the classroom develops functional skills in pupils and promotes sharing of skills between the therapist and the class team.

Daily, the pupils have opportunities to identify their emotions using the zones of regulation.

The Zones of Regulation framework and curriculum (Kuypers, 2011) teaches students scaffolded skills toward developing a metacognitive pathway to build awareness of their feelings/internal state and utilize a variety of tools and strategies for regulation, prosocial skills, self-care, and overall wellness. This includes exploring tools and strategies for mindfulness, sensory integration, movement, thinking strategies, wellness, and healthy connection with others. The Zones of Regulation provides a common language and compassionate framework to support positive mental health and skill development for all.

Music therapy

Music therapy is psychotherapeutic music through which a person can engage creatively in a process to further their emotional, cognitive, physical and social abilities. The use of music is founded on the principle that music is innate in us all regardless of ability and background. Music therapy is the development of a relationship between child and therapist where music-making forms the basis for communication. It allows a child or adult to explore communication and express their feelings through sound and play. Music therapy can motivate the use of fine and gross motor skills and can extend the focus of attention through engagement in an enjoyable, interactive activity. Music therapy can facilitate positive changes in behaviour and emotional wellbeing as well as increasing self-awareness thereby enhancing the client's quality of life. Within sessions, generally, both the music therapist and the client/s engage in the musical activity; improvised and pre-composed music. The therapist does not teach the client but responds musically to the client's music thus supporting and encouraging exploration and communication.

Dog therapy

Therapy Dogs Nationwide is a national charity where visiting volunteers take their dogs into establishments to provide comfort, distraction, and stimulation. The benefits of Animal Assisted Therapies (AAT) have been extensively studied and results range from improvement in general health and wellbeing, increased confidence levels, improved and controlled movement to improved communication skills. The dogs have also been shown to help with special needs and autistic children and adults by giving focus and providing a calming environment.

Sources or support at school and in the local community

School-Based Support –

Whole school PBS approach.

Support from therapists

Sessions incorporated into the timetable supporting wellbeing such as yoga and mindfulness.

Individual social stories, created by teachers, help pupils to understand their mental health and how they can ask for help and express their needs.

Each pupil's IEP (Individual education plan) has targets for mental health and wellbeing

Durants school council meet half-termly and pupils can share what is going well at their school and suggest ways to improve their own and their peers' wellbeing.

Local Support

In Enfield, there is a range of organisations and groups offering support.

CAMHS partnership, a group of providers specialising in children and young

People's mental health wellbeing. These partners deliver accessible support to children, young people and their families, whilst working with professionals to reduce the range of mental health issues through prevention, intervention, training and participation.

<https://www.behcamhs.nhs.uk/about-us/enfield-camhs.htm>

In an emergency -Barnet, Enfield and Haringey Mental Health NHS Trust- 0800 151 002. Out-of-hours service- 020 8379 1000

Mind in Enfield provides counselling, drop-in services, workshops and therapies.

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

Enfield Carers Centre offers support and advice for all unpaid carers in the borough of Enfield.

<https://enfieldcarers.org/>

Enfield Mental Health Users Group represents users' views on mental health issues in health and social service areas.

<http://www.emugroup.org.uk/>

Improving Access to Psychological Therapies provides support to people suffering from depression, anxiety and related problems.

<https://www.archant.co.uk/>

North London Samaritans gives confidential emotional support, 24 hours a day for people who are experiencing feelings of distress or despair.

Signposting

We will ensure that staff, students and parents/carers are aware of the support and services available to them, and how they can access these services.

Within the school (noticeboards, common rooms, toilets etc.) and through our communication channels (newsletters, websites), we will share and display relevant information about local and national support services and events.

The aim of this is to ensure students understand:

What help is available

Who it is aimed at

How to access it

Why should they access it?

What is likely to happen next?

Warning Signs

Staff may become aware of warning signs, which indicate a student is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should alert (insert name of mental health first aider).

Possible warning signs, which all staff should be aware of include:

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

Abusing drugs or alcohol

Expressing feelings of failure, uselessness or loss of hope

Changes in clothing – e.g. long sleeves in warm weather

Targeted support

We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence.

We ensure timely and effective identification of students who would benefit from targeted support and ensure appropriate referral to support services by:

Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;

Working closely with Enfield Council Children's Services, Enfield CAMHS and other agencies services to follow various protocols including assessment and referral;

Identifying and assessing in line with the Early Help Assessment Tool (EHAT), children who are showing early signs of anxiety, emotional distress, or behavioural problems;

Discuss options for tackling these problems with the child and their parents/carers.

Providing a range of interventions that have been proven to be effective, according to the child's needs;

Ensure young people have access to pastoral care and support, as well as specialist services, including Enfield CAMHS/SCAN so that emotional, social and behavioural problems can be dealt with as soon as they occur;

Provide young people with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns. Any support offered should take account of local community and education policies and protocols regarding confidentiality;

Provide young people with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it; and

The identification, assessment, and support of young carers under the statutory duties outlined in the Children & Families Act 2014.

Safeguarding and Managing disclosures

Safeguarding training is held for all training every 3 years so staff are confident reporting concerns. We have an open-door policy meaning staff should feel welcome to come and talk to any senior member of staff about a concern.

If a pupil chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental.

All disclosures should be recorded confidentially including information on:

Date

Name of a member of staff to whom the disclosure was made

Nature of the disclosure & main points from the conversation

Agreed next steps

This information will be shared with the school's designated safeguarding leads.

These concerns should also be reported on CPOMS via Durants.CPOMS.net

Confidentiality

If a member of staff feels it is necessary to pass on concerns about a student to either someone within or outside of the school, then this will be first discussed with the student. We will tell them:

Who we are going to tell

What we are going to tell them

Why do we need to tell them?

When we're going to tell them

Ideally, consent should be gained from the student first, however, there may be instances when information must be shared, such as students up to the age of 16 who are in danger of harm.

It is important to also safeguard staff emotional wellbeing. By sharing disclosures with a colleague ensures one single member of staff isn't solely responsible for the student. This also ensures continuity of care should staff absence occur and provides opportunities for ideas and support.

Parents must always be informed, but students may choose to tell their parents themselves. If this is the case, a timescale of 24 hours is recommended to share this information before the school makes contact with the parents/carers.

If a pupil gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

Supporting Peers

When a student is suffering from mental health issues, it can be a difficult time for their friends who may want to support but do not know-how. To keep peers safe, we will consider on a case by case basis which friends may need additional support. Support will be provided in one to one or group settings and will be guided by conversations by the student who is suffering and their parents with whom we will discuss:

What it is helpful for friends to know and what they should not be told

How friends can best support

Things friends should avoid doing/saying which may inadvertently cause upset

Warning signs that their friend needs help (e.g. signs of relapse)

Additionally, we will want to highlight with peers:

Where and how to access support for themselves

Safe sources of further information about their friend's condition

Healthy ways of coping with the difficult emotions they may be feeling

Wellbeing – Staff

Health & Safety

The school has a Health & Safety policy, which sets out our position on health and safety at work and identifies the responsibilities of different groups or individuals within the organisation. There is a clear explanation of the potential risks associated with the role at the interview. The Health and safety policy will be shared with new staff within their first week of work.

Risk assessment, emergency evacuation procedures, security, hygiene and first aid, minibuses, adventure playground, life skills room, sensory room, water playroom and rebound therapy room and medicines in school, are all covered by the School's Health & Safety Policy and the Staff Guide. Risk assessments for rooms in the school, classes, for individual pupils and individual staff members will be regularly updated and shared with all involved. Risk assessments must be signed off by the SLT. It is the responsibility of all staff participating in the activity/working with the pupil to read the risk assessment. AF1 forms will be analysed as incidents occur and SLT will follow up with individual staff. Team leaders (e.g. teachers) will also ensure they check on their staff after incidents especially if they have been physically hurt.

The policy is supplemented by guidance on specific topics, such as Moving & Handling Pupils and Behaviour Support.

Smoking

The school recognises the right of employees, pupils and visitors to the school, to a smoke-free environment. There is a designated smoking area offsite and a complete ban on smoking in areas other than this. Details can be found in the Staff Guide.

Harassment and Bullying

A complete and inclusive definition of harassment and bullying is difficult, but defining factors are that the behaviour is offensive or intimidating to the recipient and would be regarded as harassment by any reasonable person. Common forms of harassment involve offensive conduct and behaviour directed to a person's gender, racial origin, disability, sexual orientation, age, religious conviction, or some other personal characteristic. It can also include the inappropriate use of physical or mental power, more commonly known as bullying. Other less obvious but equally serious forms of harassment and bullying can occur in 'staff room talk' about colleagues. Expressions of opinion about colleagues, which can be viewed as harmful, malicious, or showing prejudice, are unacceptable anywhere at school. Harassment and bullying of any kind are potentially deleterious to physical and mental health not only to the person to whom it is directed but others, who are then subjected to an unpleasant and often hostile atmosphere. The school's Code of Ethics sets out our position regarding this issue. We recognise also, that complaints may be made with mischievous or malicious intent, and such cases will be treated as a serious disciplinary matter.

Equal Opportunities

The school aims to create conditions where all staff and pupils are treated with respect and are not subjected to unfair discrimination in any aspect of school life. Details can be found in the school's Code of Ethics.

The school has in place procedures to monitor and follow up any concerns.

Management of Sickness Absence

The school's Capability (ill Health) Procedure, takes a positive approach to sickness management, ensuring that staff are treated fairly and appropriately. Staff are reminded that they have a responsibility to colleagues, as absences create extra pressure on those staff working, thereby affecting their well-being.

Back to work forms aim is to establish why staff members were off work and see what can be done to support them to not have more absences. This must be completed by the staff on the day they return to work.

Possible sources of pressure and stress

Potentially there are many aspects of both our working and personal lives that may place pressure on us. Whilst some degree of pressure can improve performance, each of us has a different ability to cope with it and this can fluctuate depending on our situation. Some pressure is inherent in the very nature of the work we do and the size of the organisation. Each job within the organisation carries with it a performance level that the employee is expected to meet. When staff take up posts with additional responsibility they must expect that with them comes extra pressure. Individuals must attempt to pre-empt pressure and take steps themselves to avoid or reduce it *before* it becomes a problem. If however pressures increase beyond an individual's ability to cope, it can then become stress. Individuals suffering from stress can be affected emotionally, (e.g. irritability, depression, anger); physically (e.g. raised blood pressure, tiredness, headaches); mentally (e.g. concentration, memory); interpersonally (e.g. relationships become more difficult); or at work (e.g. poor timekeeping, accidents, erratic attendance).

What to do about it?

If you feel the pressure of work is beginning to affect your health or performance, it is important to take action early, especially if you cannot foresee it lightening shortly. Whilst the school will try to be sensitive when external pressures are affecting a member of staff, it cannot usually play a role in dealing with those pressures, but it is committed to trying to eliminate or reduce the factors within the institution that may affect the health of its employees.

If you can identify any aspect of your working environment that is adding to your feeling of pressure, e.g. lack of or inappropriate resources, poor lighting, badly sited workstation, gossip about colleagues, these can sometimes be addressed fairly quickly. If the pressure is caused by the nature of your work, the design of your job, or the organisational style, first try to think of a solution to the problem yourself, then discuss it with your line manager. It may be possible to make adjustments in the short or long term, to ease the pressure, and this is much easier to accomplish if you have thought about possible solutions yourself. Some work pressures are caused by being inadequately trained to do a job or having insufficient knowledge. If this is the case you should raise the matter with your line manager. The school has well-developed training systems to support you.

Preventative/supportive measures at an organisational level

Induction and policies

All new staff will have an induction to familiarise themselves with key policies and procedures.

Training on mental health

All staff receive regular training about recognising and responding to mental health issues. Staff will also receive regular training on looking after their mental health and well-being. Training opportunities for staff that require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year in response to developing situations.

Professional development

Yearly, staff have an appraisal where they meet with their line manager and discuss how they are fulfilling their role, what they are doing well and what they can improve on. They set goals and discuss what further training they would like to go on. They will also set wellbeing targets.

Advice and counselling service

Termly, emails are sent to all staff to remind them of where they can seek additional help.

There are signs around the school for mental health first aiders, Samaritans and Educational support Helpline.

We have an Employee Assistance Programme to provide advice and counselling services. Employee wellbeing service is a confidential service which provides proactive guidance to help you stay healthy and enjoy physical, mental and emotional well-being. This is a free and confidential service available to staff and members of their family. This can be accessed via www.livewell.optum.com or by telephone 0800 587 6522.

They can support:

Face-to-face counselling – access to our network of face-to-face counsellors.
Telephone counselling- experienced counsellors available 24/7 providing unbiased, impartial support.
Online cognitive behavioural therapy (CBT) – changing unhelpful patterns of thinking.
Debt information – telephone-based specialists to signpost you to options for managing debt.
Legal information – telephone-based information and signposting service including rights, process and points of law.
Live well online – user-friendly factsheets, programs and useful links.
Specialist information – comprehensive, professional, telephone-based information and signposting service.
Support for managers- telephone-based support and guidance for managers.
Staff can also access help via the charity Education support. It is a charity providing mental health and wellbeing support services to all education staff and organisations. Their website can be accessed via www.educationsupport.org.uk or their helpline 08000 562 561. The helpline is free and confidential and accessible 24/7. Their trained counsellors listen without judgement.
The charity provides grants for people working in or retired from education and experience short-term financial issues. They also support training costs if you wish to change career or re-join the education sector. There is a notice board in the staffroom which displays this information.

Health and leisure

We have negotiated discounts with various organisations so you can make choices about your health and lifestyle. Fusion-lifestyle gyms all offer discounts on memberships for Enfield employees. The centres include Arnos Pool, Albany leisure centre, Bramley Bowls Hall, Edmonton leisure centre, Southbury leisure centre and Southgate leisure centre. Discounts can also be accessed via www.discountforteachers.co.uk for Fitness First and PureGym. Discounts can be accessed via www.teacherperks.co.uk for Nuffield Heath.
Enfield Council can provide employees with new bikes and safety equipment on a tax-free basis. Safety equipment can include helmets, locks, panniers and reflective clothing. If you join the scheme, you can choose a new bike and safety equipment, up to the value of £1,000, from a local partner bike shop. You will need to agree to a reduction in your gross salary for 12 months to cover your hire costs. We also have a pool of bikes for business use for travel around Enfield.

Catering

The school's catering facilities provide a selection of well-cooked meals as well as freshly made salads for staff. The meals appeal to a variety of tastes and include a vegetarian option.

Dealing with challenging behaviour and staying safe

All staff members working directly with pupils have PRICE training to learn the legal framework for physical intervention and techniques to prevent challenging behaviour and effective tools to restore a calm and safe environment. Each pupil has a behaviour plan which provides clear guidelines on how to safely manage behaviour. There are positive behaviour support coaches within the school to provide further support if a member of staff is struggling with a pupil. If staff members do not feel comfortable working with a pupil or feel unsure of anything on their behaviour plan they are advised to speak to their line manager and ask for assistance.

Debriefing

After being involved in (or in some cases witnessed) an incident that is intensive, emotional or when challenging behaviour has occurred. If staff feel overwhelmed they can take time out and spend time in the medical room.

Work-life balance

Implement initiatives designed to encourage staff to achieve a balance between their work and home lives, e.g. part-time/job share posts. Planning and marking requirements are reviewed regularly to ensure the workload for teachers is manageable. Emails should be replied to within school working hours. All employees are provided with a mentor.

Continual improvement process

All staff complete a questionnaire each year to share their concerns and ideas on how to improve the school. The leadership team then ensure issues relevant to staff wellbeing are on the school development plans.

Create a positive atmosphere

Department meetings discuss magic moments to reflect on the positive things that have happened in the week. The school provides chilled water dispensers and tea and coffee for staff to enjoy during their breaks. The school will occasionally provide breakfast for staff members.

Throughout the year there are opportunities for staff to have various well-being activities i.e. pottery, cake decorating etc.

At the end of each term, one member of staff from each department will receive an award in assembly. Arrangements are made for religious observances wherever reasonable alongside normal duties.

When things can't be changed

Some jobs are just more pressured at some times than at others, so if it isn't possible to change the working practices, it is important to ensure that you are as prepared as possible to cope with that pressure. As a publicly funded organisation, it is not always possible to get the resources or the environment we may wish, at the time we may wish, and that potentially adds to pressure.

Staff Responsibility to one another

Staff will:

- Express feelings in an acceptable manner to the appropriate people
- Raise concerns in the correct forum, with a commitment to being part of the solution
- Take advantage of training opportunities on stress management and wellbeing.
- Report for work in a fit state to carry out duties
- Help maintain a pleasant, comfortable and safe environment
- Use facilities provided appropriately

What you can do

Medical advice recommends:

- Eat healthily. Pressure can increase your requirements for certain vitamins.
- Exercise. Regular moderate exercise each day will help reduce levels of stress
- Practice mindfulness or meditation
- Take time out from your digital devices (Smartphones, tablets and laptops can overstimulate our brains).
- Ensure you are getting enough sleep.
- Relax. It is important to set aside some time each week to spend doing something you enjoy and to keep a balance between work and leisure.
- Take time to be with your friends and family.
- Stop smoking.
- Watch your caffeine intake.
- Talk to friends and /or family about what you're feeling

Wellbeing – Parents

We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by: Ensuring all parents are aware of and have access to promoting social and emotional wellbeing and preventing mental health problems;

Ensuring all parents are aware the school has a parent advisor they can speak to and ask for advice;
Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
Offering support to help parents or carers develop their parenting skills. This may involve providing information or offering small, group-based programmes run by community nurses (such as school nurses and health visitors) or other appropriately trained health or education practitioners; and
Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. This will include support to participate in any parenting sessions, by offering a range of times for the sessions or providing help with transport and childcare. We recognise this might involve liaison with family support agencies.