

Perryfields



Primary

Perryfields Primary School

Wellbeing Policy

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Perryfields Primary School have trained members of staff who are Mental Health First Aiders for pupils.

Perryfields Primary School are members of an 'Employee Assistance Programme' through Care First, who support with a wide range of work and family issues.

0800 174319

Education Support offer free counselling for education staff. It includes emotional support, counselling and resources around specific themes such as: anxious, grieving and isolated.

08000 562 561

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

Why mental health and wellbeing is important

At Perryfields Primary School, we aim to promote positive mental health and wellbeing for our whole school community (pupils, staff, parents and carers), and recognise how important mental health and emotional wellbeing is to our lives in just the same way as physical health. We recognise that pupil's mental health is a crucial factor in their overall wellbeing and can affect their learning and achievement. All pupils go through ups and downs during their school career and some face significant life events.

The Department for Education (DfE) recognises that: "*in order to help their children succeed: schools have a role to play in supporting them to be resilient and mentally healthy.*" Schools can be a place for children to experience a nurturing and supportive environment that has the potential to develop self-esteem and give positive experiences for overcoming adversity and building resilience. For some, school will be a respite from difficult home lives and offer positive role models and relationships, which are critical in promoting children's wellbeing and can help engender a sense of belonging and community.

Statutory responsibilities

As the employer of staff in Perryfields Primary School, the Governing Body recognises the statutory responsibilities related to employment. Day-to-day management of staff is delegated to the Headteacher and line managers in Perryfields Primary School. Throughout this policy, reference is made to the responsibilities held by the Headteacher for operational purposes. Ultimate responsibility rests with the Governing Body.

Perryfields Primary School and Governing Body are committed to promoting positive mental, physical and emotional wellbeing and will provide suitable support for all members of staff. Taking action to prevent ill health and promote good health makes good educational and business sense, as sickness absence carries high costs both in monetary terms and in terms of the impact upon performance, teaching and learning, morale and productivity, which may disrupt or compromise pupil progress.

Members of the teaching and non-teaching staff are entitled to be treated fairly and professionally at all times. The Governing Body of Perryfields Primary School takes very seriously its duty of care as an employer to all members of staff and a number of policies and procedures have been made in relation to this duty.

Definition of mental health and wellbeing

We use the World Health Organisation's definition of mental health and wellbeing. *"a state of well-being in which every individual realizes 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."*

Mental health and wellbeing is not just the absence of mental health problems. We want all pupils, staff and parents to:

- Feel confident in themselves
- Be able to express a range of emotions appropriately
- Be able to make and maintain positive relationships with others
- Cope with the stresses of everyday life
- Manage times of stress and be able to deal with change
- Learn and achieve

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.

In addition to these legislations, Perryfields Primary School will make reference to the government releases and local authority guidance around supporting the impact of Covid-19 in schools.

Rationale

The emotional health and wellbeing of everyone in the care of Perryfields Primary School is fundamental to our vision and our daily running. It will ensure:

- Pupils are more engaged with their learning
- Improved standards in all subjects
- More effective teaching
- Parents and carers more involved in school life and learning
- Pupils with high self-esteem and confidence
- Improved behaviour and attendance
- Fewer disengaged pupils
- Lower rates of persistent absence
- Positive and effective relationships between staff and with pupils
- Positive impact on recruitment

We believe that positive emotional health and wellbeing creates happier, motivated staff and pupils who strive to get the most out of life.

Aims

This policy aims to:

- Provide staff with an environment in which their wellbeing is supported and enables staff to carry out their duties effectively.
- Recognise the key role of the Headteacher/Senior Leaders/Phase Leaders for their responsibilities by enabling access to guidance, training and support.
- Encourage staff as individuals to accept responsibility for their own mental, physical and emotional wellbeing.
- Comply with all statutory requirements.
- Develop and maintain a positive health and safety culture through regular communication and consultation with staff.
- Develop an open culture in which mental, physical and emotional wellbeing is taken seriously and in which staff are supported in order that they may seek any help and support they need.
- Ensure that all staff are aware of the policy through regular promotion through staff training and staff meetings.
- Identify the hazards that could lead to poor staff health and wellbeing and reduce these where possible.

- To use Wellbeing questionnaires to identify areas of concern and investigate and implement ways of reducing stress.

Sandwell Local Authority and Perryfields Primary School recognise that stress is a health issue.

Sandwell Local Authority will assess the risks to health from work related stress and where reasonably practicable control this wherever effective means to do so can be identified.

Sandwell will also provide support to those suffering from stress related illness, whatever the cause, to help employees to return to full health and productivity and wherever possible remain in work.

General Causes of Stress

Modern society has many well known causes of stress and many jobs undertaken in school are inherently difficult and demanding. The process of monitoring performance can also be stressful but is essential to the efficiency of the school. Whether someone is made ill as the result of the stress they are under depends very much on how much control they perceive that they have over the situation that they find themselves in. It also depends on how long the stress continues, how severe it is and whether someone is under stress from several sources at once.

In the course of a lifetime there are inevitable stressful events such as the death of a loved one, change of job or house, money worries, relationship difficulties etc. Obviously, all these cannot be controlled by the school. The effects, however, can spill over into people's working lives which is where the support offered by the school can help.

Similarly, work related stress can impact on an employee's personal relationships and family life, if these relationships suffer long term damage as a result there may be a consequent knock-on effect on work performance.

In schools, as in all modern organisations, just one person being off sick increases the pressures on everyone else in the team who are trying to cope with an increased work-load as a result. If the absence is a long one, which is often the case with stress related illness, then these pressures can be enormous and can cause stress in others.

There are well-known work related stressors some of which occur from time to time. These include:

- Uncertainty about expectations, objectives, job security or career prospects.

- Inflexible and over demanding work schedules or additional unscheduled work.
- Prolonged conflict between individuals.
- Lack of leadership and understanding from managers.
- Poor communication
- Poor working environments or equipment.

Responsibilities

Sandwell Local Authority shall:

- Provide the necessary professional advice, support and training to the Governing Body and all School staff as and when required.
- Assist with the referral of staff to Occupational Health, Counselling or mediation when appropriate.
- Assist in the formulation of return-to-work programmes and provide advice on the implementation of statutory requirements.

The Governing Body shall:

- Ensure this policy is implemented and procedures are in place that recognise and deal with the issue of common mental and physical health problems, which will include: consideration of organisation of work; health risk assessment where appropriate; early recognition for staff with common mental and physical health problems (which may require training); and interventions that include short-term rehabilitation and return-to-work plans and longer-term reasonable adjustments.
- Actively demonstrate recognition and acceptance of common mental and physical health problems by creating an environment where staff feel comfortable in asking for help.
- Act early and provide consistent support.
- Enlist the support of HR and Occupational Health, when appropriate, and ensure staff are able to access this support.
- Ensure that staff roles and responsibilities are clearly defined.
- Attend regular training on health and wellbeing in schools.
- Ensure that all of Perryfields Primary School policies are assessed for workload impact.
- Take into account the equality implications of any policies introduced and monitor on a regular basis.
- Ensure the policy is monitored, evaluated and reviewed with the recognised workplace unions on an annual basis, in the light of changing needs and legislative frameworks.

The Headteacher shall:

- Recognise the value of good management practice with systems in place to effectively manage staff and encourage a partnership approach with staff and Perryfields Primary School's health and safety committee.
- 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 in Perryfields Primary School, 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, taking action 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.

Senior Leadership Team shall:

- 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, taking action to reduce the effects of these pressures where possible.
- Demonstrate commitment to staff by encouraging a good work/life balance.

Staff should:

- Seek support or help when they think they are experiencing a problem, if possible, to a clearly identified line manager or named individual.
- Act in a manner that respects the health and safety needs of themselves or others whilst in the workplace.
- Consider wellbeing support mechanisms offered by Perryfields Primary School; e.g. counselling, **Care First, Mental Health First Aid**
- Consider attending 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.

Parents

~~Parents/carers of pupils are welcomed into the school.~~ ***Due to the temporary restrictions being put in place, in line with the social distancing rules given by the government, it is not appropriate until further notice for parents to come into school, as would normally be its practice. This will be reviewed and changes made when deemed safe to do so.***

As a school community we value the positive relationship we have with parents/carers. This invite is seen in law as a limited 'licence' to enter the school grounds where their child is educated. In extremely rare circumstances the Headteacher may revoke this 'licence'.

This 'licence' expects parents/carers to conduct themselves in a proper manner whilst on the school premises. The 'licence' does not give any parent/carer any right to:

- Roam the school premises at will, nor any right to enter into the school premises outside normal school times, at weekends or in school holiday periods.
- Disrupt, in any way, the delivery of education at the school,
- Behave in an unacceptable manner towards the premises, staff, pupils, other people's belongings, or to any other person on the premises.
- Expect to be able to access members of the school's staff or the Headteacher outside the normal arrangements for making appointments.

Circumstances in which consideration will be given to revoking the Parental Licence

Revocation of the 'Parental Licence' will be considered in cases falling into any of the following categories:

- any behaviour on school premises towards staff, pupils or any other persons on the school premises deemed by the Headteacher as being unacceptable, and/or
- physical or verbal abuse (use of inappropriate language or aggressive raised voices) of staff, pupil's, parent's or any other persons on the school premises; and/or
- misuse, abuse, damage any school, staff, pupils', parents' or any other persons' property or equipment or any other goods on the school's premises; and/or
- any nuisance or disturbance on the school's premises e.g. any unauthorised use of the premises (trespass, dog walking, playing of games, etc) at any time.
- ***When the government has declared that visits should be discouraged due to social distancing and keeping the school environment safe.***

With the recommendations made by the government in keeping children and staff safe in schools, the Headteacher and the Governing Body have revoked the Parental Licence until such time as the government declares schools can open as normal.

Support Mechanisms

Counselling

Counselling can be provided where appropriate through the Perryfields Primary School provider. This will be a confidential, independent service using professionally qualified counsellors.

Mental Health First Aid

- There is one member of staff who is trained Mental Health First Aiders

Symptoms

However well the causes of work related stress are managed, it is likely that employees from time to time will suffer from some mental health and wellbeing. One of the first steps in managing this is being able to recognise it either in yourself or others.

The key things to watch out for are changes in behaviour that continue for more than a few days such as:

In the individual:

- Mood changes
- Irritability
- Aggressiveness
- Poor memory and concentration
- Difficulty in sleeping
- Panic attacks and anxiety

-

Increased alcohol or tobacco consumption

In their Work:

- Increased sickness absences (especially short frequent absences)
- Loss of motivation and commitment
- Erratic or poor timekeeping
- Working longer hours but to little effect • Reduced work out put.
- Increased errors
- Poor decision making
- Deteriorating planning and control
- Tension and conflict with others
- Poor relationships with colleagues, parents and/or pupils • Increase in discipline problems.

Health Effects

- Headaches
- Aching neck and shoulders
- Raised blood pressure
- Digestive problems
- Dizziness
- Blurred vision
- Lowered resistance to infection.

Most of these effects are short lived and cause no lasting harm. When the pressure is removed there is a quick return to normal.

If, however, pressures are intense and continue for some time, the effects are more sustained and can lead to longer term physical and mental health problems such as:

- High blood pressure
- Heart disease
- Anxiety
- Depression
- Ulcers
- Thyroid disorders.

Due to the impact of COVID-19, the Headteacher would be grateful for staff vigilance in noticing wellbeing changes in self and in others. School would like to be as supportive as possible and may be able to access services that would

be appropriate to individuals, should they wish to access them. The Headteacher wishes to encourage communication between staff in a supportive way. Should any information about individuals be passed to the headteacher, staff can be assured that it will be dealt with professionally, and with wellbeing as the forethought.

Occupational Health

The School has access to the Sandwell Occupational Health provider. This will enable an employee to discuss any concerns about their health and wellbeing with a nurse or doctor trained in occupational medicine. This is an opportunity to discuss any health condition and get feedback about managing or improving that condition to help an employee to carry out their duties or return to work. The information given is entirely confidential and will not be shared with the Governing Body or members of staff within Perryfields Primary School.

Advice

Controls: (How much say the person has in the way they do their work)

- Manage resources to facilitate appropriate training and development, to include training on wellbeing. Allow time to implement the skills acquired.
- Regular supervision/staff development sessions at which work place stressors are discussed to allow timely and suitable support to be provided. It would be appropriate to use the wellbeing questionnaire to focus attention on specific issues.

Support: (Resources provided by the organisation, Headteacher and Colleagues)

- Use good two-way communication, use team meetings to problem solve.
- TES Pulse Staff Survey to gather staffing feedback and concerns
- Effective management of change, closely involving staff at every stage.
- Give prompt, positive feedback, recognise and reward good performance even if it is only by means of a “thank you”. Celebrate success and promote fun.
- Advertise the support available
- Keep staff well informed of proposed changes

Relationships: (Promote positive working to avoid conflict and dealing with unacceptable)

- Positive working to avoid conflicts – staff indicate that they are not subjected to unacceptable behaviours eg bullying at work

- Employees share information relevant to their work
- The organisation has agreed policies and procedures to prevent or resolve unacceptable behaviour
- Systems are in place locally to respond to any individual concerns.

Role: (Clear Job Descriptions)

The Headteacher ensures that, as far as possible, the different requirements it places upon staff are compatible

- The Headteacher provides information to enable school staff to understand their roles and responsibilities
- The Headteacher ensures that, as far as possible, the requirements it places on staff are clear
- Systems are in place to enable employees to raise concerns about any uncertainties or conflicts they have in their role and responsibilities

Personal Skills:

- Set a good personal example
- Be consistent yet flexible, with fairness but without tolerating poor performance.
- Don't bully
- Be approachable, a good listener and non-judgmental

Change: (How organisational change (Large or small) is managed and communicated)

- Staff are given timely information to enable them to understand the reasons for proposed changes;
- There needs to be adequate employee consultation on changes and provide opportunities for employees to influence proposals;
- Staff are aware of the probable impact of any changes to their jobs. If necessary, employees are given training to support any changes in their jobs;
- Staff are aware of timetables for changes. Staff have access to relevant support during changes

Promoting Emotional Health and Wellbeing

The school promotes and strengthens the pupil voice through:

- A democratic process for the election of School Council representatives
- Regular School Council meetings

The school promotes the involvement of parents and carers in the life and learning of the school through:

- Parent meetings
- Having an 'open door policy'
- Parent questionnaires
- Regular consultation about change and development through questionnaires and special meetings
- Subject focus meetings
- Sports and Theme Days –
- Involvement in school trips and extracurricular activities
- Regular communication and involvement regarding pupil progress, behaviour, and pastoral needs

The school facilitates an enhanced environment for learning through:

- Improved school and classroom environment, facilities and resources
- Recognising the background of individual pupils and their physical, social and emotional needs
- Establishing clear rules, routines and expectations about behaviour for learning
- Encouraging positive, caring and constructive relationships

The school enhances pupil motivation and learning through:

- Consistent support for vulnerable children and those with SEND from learning support, teaching assistants and other agencies where appropriate
- Celebrating successes and achievements in the classroom through points and certificates
- An exciting and varied range of extra-curricular events and trips
- A balanced curriculum with opportunities for intellectual, physical and expressive development
- Recognising a range of learning styles

The school enhances pupil self-esteem and personal development through:

- The personal development curriculum which includes Citizenship and PSHE
- Information, advice and guidance on health and development
- Opportunities for pupil leadership through School Council
- An emphasis on praise and reward for effort
- Points and rewards, Headteacher awards, attendance certificates

The school enhances staff motivation, learning and professional development through:

- Curricular planning time within the school week
- Whole school training events
- Pupil progress meetings held during the school day
- Access to appropriate external training and visits to specialists
- Involving all staff in decision making and proposed change
- Induction training and information for new staff
- Provide additional support at times of particular stress, change and/or difficulty
 - Have a responsive and listening culture, reacting quickly to problems -
 - Maintain contact with staff when they are absent
- Provide opportunities for staff to socialise, for all staff to relax and socialise together
- Opportunities to discuss with the Headteacher any issues of worry/concern

The Headteacher will:

- Ensure the provision of a healthy working environment
- Take responsibility for his/her work life balance and be aware if the role model they are setting for others
- In collaboration with senior leaders, set positive role models
- Provide pastoral/ welfare support for individual staff as required
- Ensure that all staff are treated in a fair, sensitive and confidential manner

Support Available Managing Return to Work

It is vital that a member of staff's return to school following an absence is managed effectively. If the reasons are work related actions can be taken to reduce or avoid these. Various options may need to be considered.

- Change in working hours or pattern
- Reducing responsibilities
- Avoiding having to deal with challenging behaviour
- Improve communication & Support
- Changing workload or nature
- Redeployment

Whatever is decided upon needs to be looked at in the context of the whole team to ensure that it is equitable and not just going to cause stress to others.

Returning to full health and productivity can be a lengthy process and a phased return to work may be needed with regular reviews of the progress being made.

Once an employee believes that they are suffering from work related stress it is important that records are kept of the actions taken.

Useful Websites

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

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

Carers UK www.carersuk.org The voice of carers

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

The Equality and Human Rights Commission www.equalityhumanrights.com 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. Gingerbread www.gingerbread.org.uk 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.

Local Government Employers www.local.gov.uk Guidance for all councils on stress prevention and management

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

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

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

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

Samaritans <http://www.samaritans.org> Offers confidential, non-judgemental support to individuals.

World Health Organisation

http://www.who.int/occupational_health/publications/en/oehstress.pdf