Policy Title: **Wellbeing Policy**	Effective Date:	March 2024
LT Member Responsible: Headteacher	Review Date:	March 2026
Governor Responsible for Wellbeing: Carol Cradock		
Governors' Committee Responsible: Culture and Community		

1. Introduction/Context

1.1. We are committed to fostering an environment that promotes the mental health and well-being of all our students, staff and parents. Recognising the significant impact of mental health on academic achievement, personal development, and overall happiness, we have developed this outline to guide our approach to supporting the mental health needs of our students.

1.2. At Sheldon, we aim to promote wellbeing and positive mental health for every member of our staff and student body. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches with vulnerable individuals. In addition to promoting wellbeing, we aim to recognise the signs of poor mental health and signpost individuals to appropriate support. We also respond to mental ill health.

2. Rationale and Aims

- To create a school culture that prioritises mental health and well-being.
- To provide education and awareness about mental health issues among students, staff and parents.
- To identify and support students who may be experiencing mental health or wellbeing difficulties.
- To provide appropriate interventions and access to support services for students in need.
- To promote resilience, coping skills and positive mental health habits among students.

3. Policy Implementation (Students)

3.1. Promoting a Positive School Environment:
- Implementing our Anti Bullying policy and promoting a culture of respect, kindness, and inclusivity.
- Providing opportunities for students to develop positive relationships with peers and staff.
- Encouraging open communication and destigmatising conversations about mental health, whilst promoting positive mental health and mental fitness.

3.2. Education and Awareness:
- Integrating mental health education into the curriculum, covering topics such as stress management, emotional regulation and seeking help.
- Providing regular training for staff on recognising and identifying signs of wellbeing and mental health issues.
- Organising events for students to increase awareness and understanding of mental health, such as assemblies.

- Signposting and supporting parents to accessing support for their child and family via an Early Support Assessment (ESA).

3.3. Early Identification and Intervention:
- Implementing systems for early identification of students who may be struggling with mental health issues, such as regular check-ins by key staff through one-to-ones with tutors and pastoral staff.
- Providing access to mental health and wellbeing support through in-school provisions, such as ELSA, Thrive, and our school counsellors, and out-of-school interventions, such as through the Mental Health Support Team.
- Developing personalised support plans for students with ongoing mental health needs in collaboration with parents, and external agencies where necessary.

3.4. Access to Support Services:
Establishing clear pathways for students to access support services within the school and signposting external support agencies.

3.5. Promoting Resilience and Coping Skills:
- Through our PSRE curriculum, tutor time programme and extracurricular activities we:
- Provide opportunities for students to develop resilience through extracurricular activities, tutor work, PSRE, mentoring programs, and pastoral support.
- Highlight the importance of positive relationships, peer support, mindfulness, and strategies into the school curriculum.
- Encourage healthy lifestyle choices, including regular exercise, nutritious diet and adequate sleep.

3.6. Monitoring and Evaluation
- Regularly reviewing the effectiveness of the mental health outline through feedback from students, parents, and staff.
- Adjusting and making improvements based on evaluation findings to ensure that the needs of all students are being met.
- Monitoring relevant data such as attendance, attainment and referrals to support services to assess the impact of the outline.

3.7. Working with Parents and Carers
We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times.

3.8. To support parents/guardians we will:
- Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
- Ensure that parents are aware of who to talk to if they have any concerns about their child.
- Give parents guidance about how they can support their child's/children's positive mental health such as promoting regular exercise, good nutrition and sleep.
- Ensure this policy is easily accessible to parents.
- Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

3.9. Working with other agencies and partners

As part of our whole school approach, we will also work with other agencies to support our students' emotional health and wellbeing.

3.10.   Training

- All staff will receive regular training in child mental health so that they can recognise mental health issues and signpost students to key staff, relevant agencies and trained health professionals. This will form part of their regular safeguarding training.
- Regular opportunities for wellbeing training for staff will also be offered.

4.   Policy Implementation (Staff)

4.1. Sheldon School has signed up to the [Education Staff Wellbeing Charter](#) which was written in 2021 to help schools support staff with their wellbeing. The Charter has nine areas that school will consider when support mental health:

1. Design-in wellbeing
2. Measure and respond to changes in staff wellbeing
3. Support the sector to drive down unnecessary workload
4. Ensure DfE guidance meets user needs
5. Champion flexible working and diversity
6. Break down stigma around mental health
7. Embed wellbeing in training and professional development
8. Improve access to mental health and wellbeing resources
9. Review

4.1.1. In signing this charter, this school commits to placing wellbeing and mental health at the heart of our decision making. We will support staff to make positive choices for their own wellbeing and encourage a collegiate culture across and between all roles in the school. **Specifically, we commit to develop a long-term strategy for improving staff wellbeing that will:**

4.2. Prioritise staff mental health

We will:

- tackle mental health stigma within the organisation, promoting an open and understanding culture.
- give the same consideration and support to mental health as physical health, including the management of staff absence.
- fulfil our legal duty to control the risks associated with work-related stress in the education setting so far as is reasonably practicable.
- channel support to individuals whose role is known to have a significant emotional component. This might take the form of peer support, supervision, and/or counselling. We subscribe to the education support programme, which offers a free counselling service and advice to all staff.
- ensure that staff understand the real benefits that sensitive pastoral support can have, while also recognising where their limits are as non-specialists. We will therefore ensure there are opportunities to increase joint working in support of pupils, as well as routes to refer for specialist support.

4.3. Give staff the support they need to take responsibility for their own and other people's wellbeing

We will empower staff to take ownership of their own wellbeing and look out for the wellbeing of others. This will include ensuring that all staff are familiar with the different dimensions of wellbeing, including mental health, financial wellbeing and physical wellbeing. We will ensure that staff know how

to access appropriate guidance, support and tools, and that their use is encouraged throughout the organisation.

4.4. Give managers access to the tools and resources they need to support the wellbeing of those they line manage
We will work to provide managers with tools, resources and training to support their staff. We will not, however, expect managers to provide professional wellbeing support for which they have no professional training, and will ensure that there are clear routes in place to escalate for further support.

4.5. Establish a clear communications policy
We will provide clear guidance to all stakeholders (internal and external) on remote and out-of-school hours working, including when it is and isn't reasonable to expect staff to respond to queries. This should not necessarily include preventing staff from accessing email at 'unsociable' hours if it suits them personally.

4.6. Give staff a voice in decision-making
We will constantly strive to improve the ways in which the voice of staff is included in the decision-making process across school. (This may also include engagement with key stakeholders, such as recognised trade unions and others.) In particular, we will proactively seek to draw upon the experience of those with mental health issues and/or of discrimination, ensuring that they are able to share their experience confidently and safely.

4.7. Drive down unnecessary workload
We will work proactively to drive down unnecessary workload, making use of available tools (such as the Workload Reduction Toolkit for schools).

4.8. Champion flexible working and diversity
We will work to create a supportive culture around flexible working. We will agree an approach that not only recognises employees' legal right to request flexible working but acknowledges that for some staff working flexibly can be a key means of protecting and enhancing their personal wellbeing.
We will work to promote diversity – eliminating discrimination, and advancing equality of opportunity.

4.9. Create a good behaviour culture
We will work with staff and pupils to maintain and implement a school-wide behaviour policy. All staff and pupils will have a shared understanding of how good behaviour is encouraged and rewarded, and the sanctions that will be imposed if pupils misbehave. We will support staff to create calm, safe and disciplined environments, which allow teachers to teach and pupils to learn. Our approach will go hand-in-hand with understanding and supporting pupil mental health issues.

4.10. Support staff to progress in their careers
We will ensure that staff are able to pursue professional development without adversely impacting their own or other people's workload. In schools, we will ensure that any professional development activity is aligned to the Standard for Teachers' Professional Development.

4.11. Include a sub-strategy for protecting leader wellbeing and mental health
We will ensure that all those with strategic decision-making responsibility (including as appropriate governors and trustees) should collaborate to develop a sub-strategy specifically for protecting leader mental health. This should include access to confidential counselling and/or coaching where needed.

4.12.Hold ourselves accountable, including measuring staff wellbeing

We will measure the wellbeing of staff using recognised tools and metrics and be transparent about results. We will monitor trends over time, and act in response to changes. Further, we will work with staff and relevant stakeholders (this might include parents, recognised trade unions and others) to agree an approach to organisational accountability on our commitments, giving due consideration to workload.

Relationship with other policies

- Child Protection and Guidance policy
- CPD policy
- Equalities policy
- Health and Safety
- Relationships and Sex Education Policy
- SEND policy