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| Policy Title: Wellbeing Policy | Effective Date: | March 2023 |
| SMT Member Responsible: Neil Spurdell | Review Date: | March 2024 (but then 2 yearly) |
| Governor Responsible for Wellbeing: Carol Cradock | | |
| Governors' Committee Responsible: Staffing, Care & Guidance | | |

1. Introduction/Context

- 1.1. Good mental health is a state of wellbeing in which every individual realises their 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 (World Health Organisation).
- 1.2. In an average classroom, three children will be suffering from a diagnosable mental health issue. By developing and implementing practical, relevant and effective mental health policies and procedures we can promote a safe and stable environment for students affected both directly, and indirectly by mental ill health (Scope).
- 1.3. 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 and respond to mental ill health.

2. Rationale and Aims

- 2.1. This document describes Sheldon School's approach to promoting positive mental health and wellbeing.
- 2.2. The aim of our policy is to demonstrate our commitment to the positive mental health of our staff and students.
- 2.3. This policy is intended as guidance for all: teaching staff, support staff and governors.

3. Policy statement

- 3.1. At Sheldon, we are committed to supporting the mental health and wellbeing of our students and staff. Our culture is supportive, caring, and respectful. We encourage students to be open and we want each student to have their voice heard. At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support at times. At Sheldon, positive mental health is everybody's responsibility. We all have a role to play.
- 3.2. We will ensure that all staff, students, and parents are aware of the support that's available in our school for mental health, including how to access further support, both inside and outside school hours.

4. Sheldon Commitment

- 4.1. At Sheldon School, we will always:
 - 4.1.1. Help children to understand their emotions and experiences better. Our pastoral programme and curriculum offer opportunities for training in resilience and self-care.
 - 4.1.2. Ensure our students feel comfortable sharing any concerns and worries. Making them feel valued is core to this.
 - 4.1.3. Help children to form and maintain positive relationships.

- 4.1.4. Encourage children to be confident and help to promote their self-esteem.
- 4.1.5. Help children to develop resilience and ways of coping with setbacks.
- 4.1.6. Make resources available to facilitate good mental health.

4.2. We will always promote a healthy environment by:

- 4.2.1. Emphasising positive mental health and emotional wellbeing in all students and staff.
- 4.2.2. Celebrating both academic and non-academic achievements.
- 4.2.3. Regularly highlighting our school values and encouraging a sense of belonging and community. Positive interactions are essential for wellbeing.
- 4.2.4. Promoting the importance of gratitude.
- 4.2.5. Enabling opportunities to develop a sense of worth and time to reflect.
- 4.2.6. Promoting our students' voices and giving them the opportunity to participate in decision making.
- 4.2.7. Celebrating each student for who they are and making every student and member of staff feel valued and respected.
- 4.2.8. Adopting a whole school approach to positive mental health and providing appropriate support to any members of staff or students who need it.
- 4.2.9. Raising awareness of signs and symptoms of poor mental health issues amongst staff and students.
- 4.2.10. Supporting staff who are struggling with their own wellbeing and mental health.

5. Working with Parents and Carers

- 5.1. We aim to support parents as much as possible. This means keeping them informed about their child and offering our support at all times.
- 5.2. To support parents/guardians we will:
 - 5.2.1. Highlight sources of information and support about mental health and emotional wellbeing that we have in our school.
 - 5.2.2. Share and allow parents to access further support.
 - 5.2.3. Ensure that parents are aware of who to talk to if they have any concerns about their child.
 - 5.2.4. 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.
 - 5.2.5. Ensure this policy is easily accessible to parents.
 - 5.2.6. Keep parents informed about the mental health training our school staff receive and how mental health is covered in our school curriculum.

6. Working with other agencies and partners

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

7. Training

- 7.1. 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.
- 7.2. Regular opportunities for wellbeing training for staff will also be offered.

8. Relationship with other policies

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

Annex 1

Staff Members:

- Wellbeing lead: Neil Spurdell (Headteacher)
- Wellbeing Co-ordinator: Carly Hatwood
- Designated Safeguarding Lead: John Rumble (SMT)
- Pastoral Staff lead: Sian Mundy (SMT)
- Mental Health Lead: Jonathan Scourfield
- First Aid Officers: Christina Baxter and Katharine Northcott
- SENDCo: Linda Zuanella
- CPD lead: Sian Mundy (SMT)
- PSRE Lead: Sharon Wilson
- Year Heads
- Deputy Year Heads
- Pupil Support

Annex 2

Support for Staff:

- Details will be available on the staff portal and staff room wellbeing hub.
- Education support UK offers a free and confidential helpline.
- The Employee Assistance Programme (EAP) offers support and advice and is something to which the school subscribes.
- Sheldon School insurers, DAS, provide a confidential counselling service 24 hours a day, 365 days a year to Sheldon staff and members of their immediate family.
- All staff will have wellbeing support opportunities throughout the school year.
- There will be a 'Wellbeing Week' in Term 3 and further, regular opportunities throughout the year.
- Colleagues should refer any concerns regarding the wellbeing of a fellow staff member to their line manager or a member of the wellbeing team, if appropriate.
- Staff are free to make any self-disclosure regarding their own wellbeing/mental health without judgement and unfair treatment or penalty and are entitled to and will be given appropriate and relevant support.