**TAFF BARGOED
LEARNING PARTNERSHIP**
*'Learning and Growing Together'*

# Whole School Wellbeing Policy

## Introduction

Our school wellbeing policy explains and sets out the commitment to the wellbeing of all our stakeholders within the Taff Bargoed Learning Partnership.  It outlines how the school will support its stakeholders, its ongoing commitment to training, and ensuring that all stakeholders are treated fairly and professionally at all times. It should be also reviewed and monitored against the National Health and Safety standards.

Within the Taff Bargoed Learning Partnership we are committed to embedding the principles of the United Nations Convention of the Rights of the Child (UNCRC). This policy enables our pupils to access and enjoy the following articles of the convention:

- Article 1: Every child under the age of 18 has all the rights in the convention
- Article 2: All children have these rights
- Article 3: Decisions are made in the best interests of the child
- Article 12: Respect the views of the child
- Article 19: Every child has the rights to be protected from being hurt or badly treated
- Article 28 – The right to an education and discipline that respects the child's dignity and their expression
- Article 34 – Every child has the right not to be touched in ways that make them feel uncomfortable, unsafe or sad
- Article 42 – Every child has the right to know their rights

## Responsibilities

The TBLP recognises the statutory responsibilities related to employment and staff have the Primary responsibility for their own health and wellbeing, this policy should also be viewed alongside other policies and procedures in relation to duty of care as an employer to all members of staff.
These may include (but are not limited to):

- Attendance Policy;
- Health and Safety Policy;
- Anti-Bullying Policy;
- Grievance Procedure;
- Whistleblowing Procedure;
- Whole School Food and Fitness Policy;
- Teaching and Learning Policy;
- Enrichment and Experience Policy

At our School, we have designated staff who take the responsibility for co-ordinating and leading on Wellbeing across the school, with the support of SMT.

## Why the need for a Whole School Wellbeing policy?

Education Support in conjunction with YouGov carried out a *Teacher Wellbeing Index 2018,* this found that more than three-quarters of teachers' surveyed experienced work-related behavioural, psychological or physical symptoms and more than half were considering leaving the profession due to poor health. Senior leaders have been particularly hard hit with 80% suffering from work-related stress, 40% suffering from symptoms of depression and 63% considering leaving the profession – an issue, which unaddressed will leave many schools with no one to lead, motivate staff and maintain and improve educational outcomes.

In the Taff Bargoed Learning Partnership, we aim to promote positive emotional and mental well-being for our whole school community (pupils, staff, parents and carers), and recognise how important emotional and mental well-being is to our lives in just the same way as physical health. We recognise that pupils and staffs' emotional and mental well-being is a crucial factor in their overall wellbeing and can affect their teaching, learning and achievement. All pupils and staff go through 'ups and downs' during their time at school and some face significant life events.

### Wellbeing of our Pupils

School can be a place for pupils and young people 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 place of respite from difficult home lives and offer positive role models and relationships, which are critical in promoting pupils' wellbeing and can help engender a sense of belonging and community.

Our role in school is to ensure that pupils are able to manage times of change and stress, and that they are supported to reach their potential or access help when they need it. We also have a role to ensure that pupils learn about what they can do to maintain positive mental health, what affects their mental health, how they can help reduce the stigma surrounding mental health issues, and where they can go if they need help and support.

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All pupils are valued.
- Pupils have a sense of belonging and feel safe.
- Pupils feel able to talk openly with trusted adults about their problems without feeling any stigma.
- Positive mental health is promoted and valued.
- Bullying is not tolerated.

In addition to pupils' wellbeing, we recognise the importance of promoting staff mental health and wellbeing

### Wellbeing of our Staff

The biggest asset our school has is its staff; the biggest asset they have is their health and wellbeing.

Our staff spend more daylight hours in school than at home, so it is important that we can have ownership of many of the decisions that affect us in our working lives.

We can do this, even in areas where we have no choices about what we do (e.g. reports, or deadlines for assessments), by taking responsibility for these actions and approaching the tasks in our own way. All our work should be healthy, safe and supportive and governors have a responsibility to ensure our practices contribute to staff wellbeing. This includes monitoring staff absence and regularly requesting feedback from staff governors about wellbeing. Governors recognise the importance of the wellbeing of staff in our school.

We advocate a holistic, proactive approach to maintaining and supporting emotional and mental well-being at work, with everyone working together, staff, leadership team, governors, Local authority, occupational health and health and safety professionals, to:

- tackle the causes of workplace injury and ill health, including stress and anxiety
- address the impact of health on employees' capacity to work, providing support for those with disabilities and health conditions and rehabilitation
- promote healthier lifestyles and wellbeing to help improve the general health of the workforce

Where requested, confidentiality can be important in establishing trusting relationships providing the safety of the person or others not compromised. However, where possible, staff are encouraged to share their emotional / mental and/or physical needs in an open way with colleagues, to maximise support networks available. This practice also helps to de-stigmatise issues related to health conditions in the workplace.

## How will this policy be communicated?

This policy can only impact upon practice if it is a living document. It must be accessible to and understood by all stakeholders. It will be communicated in the following ways:

- Posted on the school website
- Available on the internal staff drive
- Available in paper format outside the office
- Part of school induction pack for new staff
- Reviews of this policy will include input from all staff, helping to ensure further engagement

This policy links to our policies on, ALN, Safeguarding, Medical Needs, Anti-Bullying, Positive Relationship Policy and Equalities.

Links with the Positive Relationships Policy are especially important because behaviour, whether it is disruptive, withdrawn, anxious, depressed or otherwise, may be related to an unmet emotional or mental health need.

## Whole School Approach to Emotional and Mental Well-being

We take a whole school approach to promoting positive mental health that aims to help pupils and staff to become more resilient, happy and successful and to prevent problems before they arise.
This encompasses the following aspects:

- Creating an ethos, policies and behaviours that support emotional and mental well-being and resilience, and which everyone understands. Helping pupils to develop social relationships support each other and seek help when they need it.
- Helping pupils to be resilient learners.
- Teaching pupils social and emotional skills and an awareness of emotional and mental well-being.
- Early identification of pupils who have emotional and mental well-being needs and planning support to meet their needs, including working with specialist services.
- Effectively working with parents, guardians and carers.
- Supporting and training staff to develop their skills and their own resilience.
- Reflecting on staff workload for a positive work / life balance
- Promoting and encourage staff to live a healthy lifestyle
- Promote openness about emotional and mental well-being

We also recognise the role that stigma can play in preventing understanding and awareness of mental health issues. We therefore aim to create an open and positive culture that encourages discussion and understanding of these issues.

**Policy aims for Staff**

- To develop a healthy, motivated workforce who are able to deliver a high-standard of education to pupils.
- To 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.
- Develop and maintain a positive health and safety culture through regular communication and consultation with staff and their trade union representatives on health and safety matters
- To 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.
- To communicate the importance of a work-life balance to all staff, and to ensure that all policy updates are communicated regularly.
- To encourage staff as individuals to accept responsibility for their own mental, physical and emotional wellbeing.
- To comply with all statutory requirements
- To respond sensitively to external pressures which affect the lives of staff members.
- To provide staff with training to deal positively with stressful incidents and provide them with a sense of confidence to deal with emergencies via training.
- To improve staff development, co-operation and teamwork by creating effective leaders.
- To make staff members aware of the channels which can be used to manage and deal with stress or work-related health and wellbeing issues.

**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

## Roles and Responsibilities

- **The Governing Body**

The Governing Body of our school has a critical role to play in developing our strategic aims and the school budget. Our governors ensure that the emotional and mental well-being of our pupils and staff is at the heart of our school culture. Governors understand that when we look after the well-being of our pupils, they want to attend school and their attainment and attendance improves. When we support staff well-being and invest in professional learning, staff want to attend work and staff absence and turnover decreases.

Our Governing Body enables and supports our Senior Management Team (SMT) to develop long-term development plans to promote and improve the emotional and mental well-being of pupils and staff.

We have a link governor for well-being and their role is to:

- act as a point of contact
- ensure the well-being of pupils and staff is on the agenda at every meeting
- provide support for staff who lead on well-being
- ensure policies, training and provision are fit for purpose
- Take overall responsibility for the implementation of this policy while 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.
- Actively demonstrate recognition and acceptance of common mental and physical health problems by creating an environment where staff feel comfortable in asking for help.
- Ensure that staff roles and responsibilities are clearly defined.
- Ensure that all of policies are assessed for workload impact
- Act early and provide consistent support
- 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 and SMT:**

- Will support the governing body in ensuring that strategies are implemented to effectively manage and, where necessary, reduce employee stress.
- Foster a supportive work environment, operating in a fair and consistent manner
- Will ensure that there is clear communication between staff and management with regards to all areas of school life.
- Will create reasonable opportunities for employees to discuss concerns and will enable staff to do so in an environment where stress is not considered a weakness.
- Follow agreed procedures when there are concerns or absence due to work related stress and other mental-health problems, ensuring that a return-to- work policy is established in the workplace that is supportive of staff both while absent and upon return to work.
- Will monitor and review any measures that are planned and assess their effectiveness.

- 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.
- Conduct an annual survey of staff, focussed on health and wellbeing, and share and act upon results.
- Will develop and implement the staff wellbeing charter (Appendix 1).

- **Our Lead for Well-being:**

    - Leads and works with other staff to coordinate whole school activities to promote positive mental health and wellbeing.
    - Leads on curriculum development for teaching about emotional and mental well-being.
    - Provides advice and support to staff, organises training, and updates.
    - Is the first point of contact with mental health services, and makes individual referrals to them.

### Support Mechanisms

- The Senior Management Team (Headteacher, Deputy Head, and other managers) must encourage the creation and maintenance of an atmosphere where all staff members feel comfortable asking for help or raising concerns. The Senior Leadership Team should be sensitive to any problems which may cause the employee stress-related issues and should act in a professional, fair, consistent and timely manner when a concern arises.
- Where additional, professional advice is required, then Occupational Health Professionals and other avenues (Place2Be) should be utilised.
- Where necessary, staff should be encouraged to use the free confidential counselling service from Education Support Partnership  0800562561.
- On joining the school and also moving to new roles the following support will also be offered:
    - All new staff will be given a school orientation and ensure that they receive the staff induction pack/staff handbook
    - All new staff will be made to feel welcome and given as much support as possible.
    - There will be reviews for new staff held throughout the first 6 months of employment.
    - Discussion of new roles and expectations alongside support for new role and related tasks.

### Supporting Pupils Emotional and Mental Well-being (See Appendix 2)

We believe the TBLP has a key role in promoting pupils' positive mental health and helping to prevent mental health problems. Our schools have developed a range of strategies and approaches to support pupils' emotional and mental well-being and can be found in Appendix 2.

These support strategies are categorised into three sections

- Universal support – strategies that all pupils can expect to access without needing additional resources
- Targeted Support – strategies in place for pupils with additional needs over and above what is available through universal support
- Additional Support – specialist services are those, which pupils may require following an individual assessment or referral.

## Identifying, referring and supporting pupils with emotional and mental well-being needs

Our approach:

- Provide a safe environment to enable pupils to express themselves
- Ensure the welfare and safety of pupils are paramount.
- Identify appropriate support for pupils based on their needs.
- Involve Parents, guardians or carers when their child needs support.
- Involve pupils in the care and support they have.
- Monitor, review and evaluate the support with pupils and keep Parents, guardians or carers updated.

### Early Identification (Appendix 2)

Our identification system involves a range of processes. We aim to identify pupils with mental health needs as early as possible to prevent things getting worse. We do this in different ways including:

- Well-being questionnaires - PASS Survey, REST Assessment
- Analysing attendance, behaviour, consequences and exclusions - PBS
- Staff report concerns about individual pupils to the relevant lead persons.
- Worry boxes in each class for pupils to raise concerns which are checked by the Class Teachers and Health and Well-being Lead
- Pupil Progress Review meetings termly
- Regular meetings for staff to raise concerns.
- Parental information and health questionnaire on entry to the School.
- Gathering information from a previous school at transfer.
- Regular parental meetings
- Enabling pupils to raise concerns to any member of staff.
- Enabling Parents, guardians or carers to raise concerns to any member of staff.
- Named emotionally available adult for those pupils who need it.

Any member of staff concerned about a pupil will take this seriously and talk to a member of the SMT.

These signs might include, but not limited to:

- Isolation from friends, family, and becoming socially withdrawn.
- Changes in activity, mood, or eating/sleeping habits.
- Falling academic achievement.

- Talking or joking about self-harm or suicide.
- Expressing feelings of failure, uselessness or loss of hope.
- Secretive behaviour.
- An increase in lateness or absenteeism.
- Not wanting to do PE or change for PE.
- Wearing long sleeves in hot weather.
- Drugs or alcohol misuse.
- Physical signs of harm that are repeated or appear non-accidental.
- Repeated physical pain or nausea with no evident cause.

Staff are aware that mental health needs, such as anxiety, might appear as non-compliant, disruptive or aggressive behaviour that could include problems with attention or hyperactivity. This may be related to home problems, difficulties with learning, peer relationships or development. If there is a concern that a pupil is in danger of immediate harm then the school's Child Protection procedures are followed. If there is a medical emergency then the school's procedures for medical emergencies are followed.

## Disclosures by pupils and confidentiality

We recognise how important it is that staff are calm, supportive and non-judgemental to pupils who disclose a concern about themselves or a friend. The emotional and physical safety of our pupils is paramount and staff listen rather than give advice.

Staff make it clear to pupils that the concern will be shared with the Health and Well-being Lead or the Safeguarding Lead and recorded, in order to provide appropriate support to the pupil. All disclosures are recorded and held on the pupil's confidential file, including date, name of pupil and member of staff to whom they disclosed, summary of the disclosure and next steps.

## Assessment, Interventions and Support

All concerns are reported to the SMT and recorded. We then implement our assessment system, which is based on levels of need to ensure that pupils get the support they need, from either within the School or from an external specialist service.

Our aim is to put in place interventions as early as possible to prevent problems escalating.

## Evidence-based Intervention and Support

The kinds of intervention and support provided will be decided in consultation with key members of staff, parents and pupils. For example, Educational Psychologist assessment, 1:1 or family support or treatment, consultation with school staff and other agencies.

If the school, professionals and/or parents conclude that a statutory education, health and care assessment is required, we refer to the ALN Statutory Code. All pupils needing targeted individualised support will have a One Page Profile (with targets) and IDP drawn up setting out:

· The needs of the pupils
· How the pupil will be supported
· Actions to provide that support
· Any special requirements

Pupils and parents/carers will be involved in the plan. The plan and interventions are monitored, reviewed and evaluated to assess the impact e.g. through observation, SMART targets.

The ALNCo oversees the IDP process and is the main point of contact regarding this process.

## Working with Specialists

In some instances, a pupil's mental health needs require support from a specialist service. These might include anxiety, depression, self-harm and eating disorders.

We have access to a range of specialist services and during the support will have regular contact with the service to review the support and consider next steps, as part of monitoring the pupils' Individual Target Support Plan.

School referrals to a specialist service will be made by the ALNCo following the assessment process and in consultation with the pupil and his/her parents and carers.

Referrals will only go ahead with the consent of the pupil and parent/carer when it is the most appropriate support for the pupil's specific needs.

## Main Specialist Service Referral process

- Place2Be Counselling
- Child and Adolescent Mental Health Service (CAMHS) accessed through school, GP or self-referral
- Educational Psychologist accessed through the Headteacher, Health and Well-being Lead or ALNCo

Persistent mental health problems may lead to pupils having significantly greater difficulty in learning than the majority of those of the same age. In some cases, the child may benefit from being identified as having an Additional Learning Need (ALN).

## Involving Pupils

We seek pupil's views about our approach, curriculum and in promoting whole school mental health activities.

We always seek the views of pupils when developing support packages, seek feedback during, and after the support has been provided. This is to ensure that pupils receive the right support at the right time and to help improve the services they received.

## Involving Parents, Guardians and Carers

We recognise the important role Parents, guardians or carers have in promoting and supporting the emotional and mental well-being of their pupils, and in particular supporting pupils who do have emotional or mental well-being needs.

We share information, which includes who parents can talk to if they have concerns about their own child or a friend of their child and where parents can access support for themselves.

When a concern has been raised, the school will:

- contact parents, guardians or carers and meet with them (In almost all cases, Parents, guardians or carers will be involved in their pupils' interventions, although there may be circumstances when this may not happen, such as where child protection issues are identified.)
- offer information to take away and places to seek further information
- Be available for follow up calls.
- Make a record of the meeting.
- Discuss how the parents, guardians and carers can support their child.
- Keep Parents, guardians or carers up to date and fully informed of decisions about the support and interventions provided.

Parents, guardians or carers will always be informed if their child is at risk of danger. Pupils may choose to tell their parents, guardians or carers themselves.

We make every effort to support parents, guardians or carers to access services where appropriate. Our primary concern is the pupils, and in the rare event that parents, guardians or carers are not accessing services we will seek advice from the Local Authority.

We also provide information for parents, guardians or carers to access support for their own mental health needs

For more information see *Appendix 3 –Family Support*

## Supporting Staff Emotional and Mental Well-being

We believe the school has a key role in promoting and supporting positive emotional and mental well-being for all staff.

These support strategies are categorised into three sections:

- Universal support – strategies that all staff can expect to access without needing additional resources
- Targeted Support – strategies in place for staff with additional needs over and above what is available through universal support
- Additional Support – specialist services are those, which staff may require following an individual assessment or referral.

See *Appendix 4 - Promoting Staff Well-being (See Appendix 4)*

Research indicates that taking the following steps can be important in the promotion and maintenance of mental well-being.

At our school, we promote these strategies to maintain positive emotional and mental well-being:

- Knowing personal limits and having the ability to say 'no' when necessary.

- Identifying supportive people that you have in your life, both in and out of school.
- Talking.
- Being flexible around change.
- Self-compassion.
- being responsible for your own self-care

**Identifying, referring and supporting staff with emotional and mental well-being needs (Appendix 4)**

Our approach:

- Provide a safe environment to enable staff to express themselves
- Ensure the welfare and safety of staff are paramount.
- Monitor staff sickness and reasons for sickness
- Identify appropriate support for staff based on their needs.
- Involve external services if needed, with the permission of the staff member
- Involve staff in the care and support they have.
- Monitor, review and evaluate the support with staff member.

Supporting and promoting the emotional and mental wellbeing of staff is an essential component of a healthy school and we promote opportunities to maintain a healthy work life balance and wellbeing, such as:

- celebrating special occasions,
- staff craft club / physical activity clubs,
- social committee (responsible for organising team building events both physical and non-physical).

Additional information can be found in Appendix 1

**Staff Training**

We want all staff to be confident in their knowledge of emotional and mental wellbeing. Staff will be able to promote positivity throughout the school, identify emotional and mental well-being needs early in pupils and know what to do and where to get help.

Our staff, who undertake specific roles in relation to emotional and mental well-being, have access to professional support and supervision appropriate to their role, such as:

- Counselling,
- Child Protection Level 1 - 3

As a school, we understand how important training is for staff and carry out a Training Needs Analysis through Performance Management of staff annually. The Training Needs Analysis is monitored and reviewed annually and linked to our School Development Plan.

**Arrangements for implementing the Wellbeing Policy**

Arrangements for wellbeing and stress prevention through good management practices.

These include the following:
- · Recruitment and selection procedures.
- · Clear job descriptions and person specifications to ensure that the 'right' person is recruited for the job.
- · Formal accreditation such as workplace charter.
- · Agreed knowledge, skills and behaviours for managers, to be cascaded through to all levels of management and supervision.
- · Training and Development procedures to ensure that individuals have the necessary skills and competencies to undertake the tasks/duties required of them.
- · Promotion and reward procedures.
- · Managing performance procedures
- · Capability and absence management & return to work procedures to ensure that individuals are supported back into work following illness.
- · Suitable adaptations for disability.
- · Harassment and anti-bullying procedures.
- · Procedures for communicating with employees on the work of the School and issues affecting their work.
- · Flexible working arrangements, and contact days with staff on maternity leave.
- · The arrangements will be updated and augmented as required and when deemed necessary by the findings of stress risk assessments.

## Monitoring and Evaluating

The Whole School Approach to Emotional and Mental Well-being Policy is available to parents and carers from the school office. All mental health professionals are given a copy of this policy before they begin working with the school as well as external agencies involved in our emotional and mental well-being work.

The policy is monitored at an annual review meeting led by the Health and Well-being Lead and involves staff with a responsibility for emotional and mental well-being, including specialist services supporting the school and governors

**Appendix 1**
**Staff Wellbeing Charter**

The Senior Management Team and Governing Body are committed to the wellbeing of all staff and pupils across the Taff Bargoed Learning Partnership. We believe that our staff are our most precious resource and provide valuable, high impact learning experiences for all learners. The following charter has been developed to promote and foster wellbeing across the school.

The Staff Wellbeing Charter has been written based on the following principles:

## Working relationships

We are committed to ensuring that workplaces are healthy and supportive by ensuring that all staff treat each other with dignity and respect.  By fostering an environment where strong working relationships are nurtured, it is our aim that all staff are always treated fairly and professionally. We trust our staff to deliver high quality lessons and to provide high quality care, support and guidance for all of our learners.

## Guidance and support

We recognise our responsibility to provide professional advice, guidance, and training to ensure the good mental health and wellbeing of all employees.

This should include creating an environment where staff feel comfortable in seeking the support they may need.

## Work-life balance

We recognise the importance of a good work-life balance and its effect on staff morale and productivity.  We will consider flexible working arrangements wherever possible and provide clear and realistic expectations around workload. Strategies to improve work-life balance will be regularly reviewed by the SMT.

## Health, relaxation and gratitude

As with work-life balance, we acknowledge the need to ensure staff have regular breaks, as well as opportunities to take advantage of health checks and other opportunities to relax during working hours, such as by participating in activities to improve mental health and wellbeing.  We will also take steps to ensure that all staff are thanked and valued for the work that they do.

*1. Teaching and Learning*

1.1 We trust our teachers to decide the best approach for their pupils.

1.2 Teachers should only be required to complete documentation (*i.e. planning*) that is appropriate to their role, and to a level that will support them in their role. It is not expected that staff should overplan or complete lengthy planning documents to plan for their teaching and the School will put in place a shared planning document to secure consistency.

1.3 Teaching and learning policies are consulted upon and designed to work best in different subjects.

1.4 Although we provide schemes of work, they are not prescriptive – teachers and pupils can take the direction of the learning in any way they like, in line with the School Curriculum Progression documents.

1.5 Everyone teaches for the top with additional support, structure or resources for those who need it/if they need it/when they need it. Differentiation should be utilised to support learners, but not onerous or always in '3 parts'

1.6 Learning Evaluations will only be for a maximum of 30 minutes to gain a good understanding of what goes on in class, which is backed up with monitoring of pupil voice and pupil books, to reduce the pressure that lesson observations can sometimes be associated with. We aim to promote a 'zero threat' approach to lesson observations where staff are part of discussions and professional dialogue.

1.7 No individual judgements of teaching and learning will be awarded.

## 2. Behaviour

2.1 Everyone has the highest expectations of behaviour, with all staff members reinforcing this.

2.2 The positive behaviour policy is applied consistently and reinforced by all staff.

2.3 A clear system of sanctions are applied consistently so staff feel supported to deal with pupils.

2.4 Senior Leadership Team is visible and supports colleagues.

2.5 The Staff of the school are utilised to support with lunch duties to help manage behaviours at unstructured times and support DRAs who are not full time members of staff.

## 3. Assessment and Reporting to Parents

3.1 The school has a feedback policy which has been co-constructed with staff and aims to reduce the amount of time Staff spend on providing written feedback, with lengthy comments. Feedback is aimed to be purposeful and should relate to the aims of the objective set for a lesson (see Teaching and learning policy).

3.2 There is no expectation for teachers to write detailed comments "for the sake of it" in pupils books. Comments should only be written to extend learning and then should be short and to the point.

3.3 Marking is for one audience – the pupils. Teachers are not expected to mark for Strategic Leaders of external agencies.

3.4 There are two formal parents' evenings per the academic year (Autumn & Spring).

3.5 A short focused written report will be provided once per year with an informal book look evening for Parents to celebrate their child's progress (Summer).

3.6 Teachers should only enter data that will be used and is valuable for the teaching and learning of pupils.

3.7 Teachers will not be asked to enter any data sets more than once.

3.8 The office and Senior Leaders will support teachers with parental phone-calls and emails (if needed).

## *4. Professional Learning*

4.1 Professional Learning (PL) is specifically tailored to meet the needs of staff.

4.2 Time is provided for staff to put new ideas into action, particularly through working in action research groups where research informs practice.

4.3 Non-hierarchical approach to CPD. Senior Leaders can learn from an NQT/Teaching Assistant and vice versa.

4.4 Staff meetings are on a fortnightly basis and will not run beyond 17:00. The weeks where there are no staff meetings is directed time for Staff to use as they need to in order to complete tasks/jobs related to their teaching role(e.g. Catching up on marking, meeting with other staff to discuss practice, ALN time etc)

4.5 Staff twilights are only ever used to cover statutory duties. The school specifically relies on the use of INSET days, rather than utilising Twilight, though some instances of Twilight cannot be prevented. These will never run beyond 18:00.

4.6 Comprehensive support for NQTs and new staff is in place through the use of mentors.

4.7 Performance Management is tailored to the individual needs. Data targets are not used punitively but aspirational. We begin from the assumption that everyone will get their pay rise unless they haven't done all they can to improve pupil outcomes.

4.9 We develop leadership positions at all levels. We believe that if a colleague is ready then they should have exposure to leadership opportunities. This will be completed with a senior leader mentor.

## *5. Work-Life Balance*

5.1 There are no prizes for looking busy or staying late – work in a way that suits you and make sure you make time for yourself and family.

5.2 No expectation of answering emails outside of working hours, though emails may be sent from SMT outside of school hours as this may suit their working patterns. Even so, replies are not expected outside of working hours.

5.3 We are constantly streamlining our systems and processes so they take less time. Staff feedback is always welcomed.

5.4 Our SMT and GB work closely to ensure that, where possible, flexible working can be achieved. Where Staff are able to work from home (though limited to Teaching staff) then this can be facilitated (i.e. Staff taking PPA from home)

5.5 No tick box culture – do not do anything unless it has an impact and makes a difference. We are not doing things to please a 'higher level' of leaders but keep focussed on what works for us and our learners.

5.6 We regularly survey staff to get their honest opinions on how to improve. This is achieved through the staff wellbeing survey

5.7 A culture of peer-to-peer praise is established to support each other.

5.8 An annual INSET session will be planned which focuses on promoting staff wellbeing

5.9 Open door to Senior Leaders – no concern is ever too small.

5.10 Regular staff social events – out of school.

5.11 In school events to promote wellbeing (e.g. Sessions with School Counsellor)

5.12 Seasonal events for everyone to show their less serious side (e.g. World book day, Christmas jumpers)

5.13 Countless opportunities to get involved in the wider life of the school (E.g. residential trips)

5.14 If something new is introduced then something old is usually replaced.

5.15 Well-being is a key focus of the work of the school. Everyone looks after each other.


**Headteacher will commit to:**

- Paying attention to changes in performance or behaviour. Promoting a sympathetic alertness to those who show signs of being under stress and signpost to the relevant support services.
- Enlisting the support of the Council's HR function and occupational health services.
- Enabling all employees to have a safe, secure and enjoyable working environment by promoting positive mental, physical and emotional wellbeing practices. Recognising and thanking individuals and the staff team collectively for their contribution.
- Ensuring good management practices are in place and encourage a partnership working approach to working e.g. a Wellbeing group who could lead on this area-discuss staff wellbeing survey results and have responsibility for promoting positive mental, physical and emotional wellbeing practices.
- Carefully considering and agreeing work/life balance solutions including flexible/remote working practices where appropriate.
- Ensuring that employees have access to regular learning opportunities.
- Agreeing an annual calendar at the start of the academic year for staff meetings, training, INSET days, parents' evenings, key deadlines, social events and those that encourage positive wellbeing.
- Ensuring that staff have break times in order to relax and regroup with colleagues.

**Senior Leadership Team will commit to:**

- Paying attention to changes in performance or behaviour. Promoting a sympathetic alertness to those who show signs of being under stress and sign post to the relevant support services.
- Understanding the differing needs of employees, at different points and events during their life cycles and offer support. Providing the right circumstances so that staff are able to seek support.
- Demonstrating to employees by encouraging a good work/life balance. Recognising and thanking individuals and the staff team collectively for their contribution.
- Utilising and promoting relevant health and wellbeing resources available.
- Communicating effective work life balance practices to all staff. Managing and acting to reduce workload where possible.

**Teaching and support staff will commit to:**

- Where possible being watchful for changes in performance or behaviour in colleagues. Promoting a sympathetic alertness to colleagues who show signs of stress.
- Considering wellbeing support mechanisms offered by the school.
- Utilising relevant health and wellbeing resources available and where appropriate.
- Accessing the support offered by the Council's HR and Occupational Health services.
- Taking appropriate steps to manage own workload.
- Seeking support from your line manager or named individual when you think you are experiencing a problem.

**WELLBEING CHARTER OVERVIEW:**
- Trust – we trust you in what you do
- Support – we will support you when/if you need it
- Care – we care about you
- Guidance – we will offer guidance when/if you need it
- Interest - we take an interest in you beyond the school
- Happiness – we want you to be happy in work
- Balance – we want you to get the balance of work and personal life right. Make time for yourself and family.

**Appendix 2**

**Appendix 1 – Stages of Pupil Support**

The diagram below outlines universal, targeted and additional support services

**Stage 1: Universal Support**

- Meet and greet at the start of the school day / lessons
- Campaigns and assemblies to raise awareness of emotional and mental well-being.
- Peer mediation and Peer mentoring – pupils working together to solve problems and planned sessions where identified adults mentor a designated

## Stage 2: Targeted Support

- Transition programmes
- Emotional and mental well-being interventions
- Small group activities
- Nurture groups
- Modified timetable
- Safe spaces
- Opportunity to develop a relationship with a trusted, emotionally available adult
- Peer support
- Check ins
- CPD for staff e.g. Attachment, Emotionally Based School Avoidance
- Youth Support Services
- School Health Nursing Service
- Schools In Reach
- Family Liaison Officer
- In-School Counselling service e.g. Place 2 Be
- CAMHS In-Reach Service

## Stage 3: Additional Support

- LA support e.g. Educational Psychology Services, ALN and Inclusion Officers
- Youth Offending Services
- Young Carers
- C&YP substances misuse services
- Resilient Families
- Space Wellbeing Panel Referrals
- CAMHS

**Appendix 3 – Family Support**

**Mental Health and Wellbeing Signposting for Families and Pupils (May 2022)**

*Disclaimer

The views and opinions included within these external organisations do not necessarily mirror the views or opinions of the school. It is not the responsibility of the school to advise, monitor or be liable for the content of these external organisations. Use of any information obtained from such organisations is voluntary, and reliance on it should only be undertaken after an independent review of its accuracy, completeness and suitability for the intended audience.

**Signposting for Families**

| | |
|---|---|
| 5 Steps to Mental Wellbeing | 5 steps to improve your mental health and wellbeing. Trying these things could help you feel more positive and able to get the most out of life |
| HOME \| CAMHS Resources (camhs-resources.co.uk) | For young people, carers and professionals. lots of helpful resources from across the internet that are available to help support your mental health and well-being |
| Parenting and Family Support - Family Lives (Parentline Plus) | Parenting and family support. This website has very practical guidance in a wealth of areas from school routines to self-harm |
| Wellbeing advice for parents to support their child - BBC Parents' Toolkit - BBC Bitesize | **Health and wellbeing advice for parents to support their child - from food and sleep, to anxiety and the online world** |
| Parent Info \| From NCA-CEOP and The Parent Zone | Providing expert advice regarding internet and digital activity, gaming and online safety |
| Home - Awtistiaeth Cymru \| Autism Wales \| National Autism Team | Improving the lives of autistic people living in Wales |
| Get support - Cruse Bereavement Support | National charity which offers support, advice and information to children, young people and adults when someone dies |
| mind | Mental Health information and support for adults, children and teenagers. Find local services. |

| | |
|---|---|
| The Sleep Charity | Education support and advice on good sleep routines for children, teenagers and adults. |
| ACTivate Your Life - Public Health Wales (nhs.wales) | Public Health Wales free online course for anyone over the of 16 designed to help improve mental health and wellbeing. |
| Melo Cymru | Aneurin Bevan University Health Board website with partners to look after the mental wellbeing of people living and working in these areas; Torfaen, Newport, Monmouthshire, Caerphilly, Blaenau Gwent |

**Signposting for Pupils**

| | |
|---|---|
| Meic | Meic is the helpline service for children and young people up to the age of 25 in Wales. From finding out what's going on in your local area to help dealing with a tricky situation, Meic will listen even when no-one else will |
| Childline \| Childline | Advice, helpline, resources and support for children |
| Winston's Wish - giving hope to grieving children (winstonswish.org) | Provides support to children and young people after bereavement of a parent or sibling |
| YoungMinds \| Mental Health Charity For Children And Young People \| YoungMinds | A charity supporting children, parents and those working with children and young people |

**Local Support**

| | |
|---|---|
| Valleys Steps \| Free Mindfulness and Stress Control Courses | Online resources for both learners and staff, as well as live online wellbeing courses on a range of wellbeing related topics. |
| Togetherall | Online support platform that provides learners with 24/7 anonymous support for mental health, including community support, courses and resources. |
| Care First - Carefirst (care-first.co.uk) | Staff Employee Assistance Program. |
| Ace Aware Wales | Support in tackling and preventing ACEs |
| Families First Services (merthyrfis.org) | 'Families First Programme' can provide your family with help, advice and support to prevent any issues or problems you may have from getting worse |
| Flying Start (merthyrfis.org) | This programme's aim is to provide children aged 0-4 with the best possible 'flying start' to life, also offering targeted advice, support and guidance to the wider family Services offered include, funded quality, part-time childcare for 2-3-year-olds, an enhanced health visiting & midwifery service, access to parenting programmes, support for early language development and family f<br><br>support services. |
| Early Help Hub (merthyrfis.org) | To help support families through the collaboration of multi agency support. |
| Apply for Free School Meals \| Merthyr Tydfil County Borough Council | Apply for free school meals for Merthyr Tydfil County Council |
| Merthyr Tydfil Primary Care Cluster \| Merthyr Cluster (healthymerthyr.co.uk) | Specific health and wellbeing support for residents of Merthyr Tydfil. |
| Merthyr Tydfil - Hafal | Hafal helps people with mental illness work towards recovery. |

**Appendix 4 – Stages of Staff Support**

The diagram below outlines universal, targeted and specialist support services

## Stage 1: Universal Support

- o Staff wellbeing policy
- o Dedicated staff room
- o Drop in sessions for any concerns
- o Staff wellbeing team established and supported to offer regular events
- o Staff education on child and family mental health
- o Culture of no blame and stigma for mental health needs of school community
- o Being able to go to our own family events (e.g. 'assemblies and sports' days).
- o if someone notices someone isn't 'quite right' but they don't feel they can approach them they'll flag it to a parallel teacher or colleague who is closer to them.
- o SLT know when colleague's 'snowed under time' is here (testing, data, reports etc.) and release them or enable dedicated time out of class.
- o Inset Days offer a variety of time for pupil progress meetings and time to learn.
- o Staff offered time and/or financial support towards professional development.
- o Diverse characters and personalities with a shared dedication and commitment.
- o staff ideas for change listened to
- o staff can communicate concerns in person, email or text.
- o we work together towards a school improvement plan, which staff contribute to the formation and the evaluation.
- o regular briefings and communication accessible to all staff
- o we have a designated Health and Well-being Lead in the school
- o Regularly look at ways to reduce workload for staff

## Stage 2: Targeted Support

- Targeted Support
- Supervision (a regular reflective conversation to support staff well-being, not part of performance management)
- Training around mental health
- Regular wellbeing check-in for all staff using a personal or peer support model
- Wellbeing events for staff
- Staff supported to debrief incidents of violent or aggressive behaviour from pupils with social, emotional and mental health needs.
- Peer support / buddying
- In-school counselling services e.g. Place 2 Be

## Stage 3: Specialist Support

- Employee Assistance Programmes
- Crisis support
- Referrals to occupational health
- Education Support Partnership