Wellbeing Policy

Equality Statement

Centre Academy East Anglia is committed to a policy of equality and aims to ensure that no employee, job applicant, pupil or other member of the school community is treated less favourably on grounds of sex, race, colour, ethnic or national origin, marital status, age, sexual orientation, disability or religious belief. We provide a safe, supportive and welcoming environment.

Review Date:	Oct-25
Last Review Date:	Oct-23
Held on website:	Yes

Signed by Chair of Proprietor Body

Signed: **Date: 01/10/23**

Chair of Proprietor Body   **Mr R Murphy**

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CAEA Wellbeing Policy

1. Aims

At Centre Academy East Anglia, we are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff, and other stakeholders.

This policy focuses on staff and pupils' mental health and wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all pupils across our school.
- Provide guidance to staff on their role in supporting pupils' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which pupils feel able to talk about and reflect on their experiences of mental health.
- Support staff to identify and respond to early warning signs of mental health issues.
- Inform pupils and their parents/carers about the support they can expect from our school in respect of pupils' mental health and wellbeing and provide them with access to resources.
- Support the wellbeing of all staff to avoid negative impacts on their mental and physical health.
- Provide a supportive work environment for all staff.
- Acknowledge the needs of staff and how these may change over time.
- Allow staff to balance their working lives with their personal needs and responsibilities.
- Help staff with any specific wellbeing issues they experience.

It should be read alongside:

- SEND policy.
- Behaviour policy.
- Anti-bullying policy.
- Child protection and safeguarding policy.

2. Legislation and guidance

This policy was written with regard to:

- The Equality Act 2010
- The Data Protection Act 2018
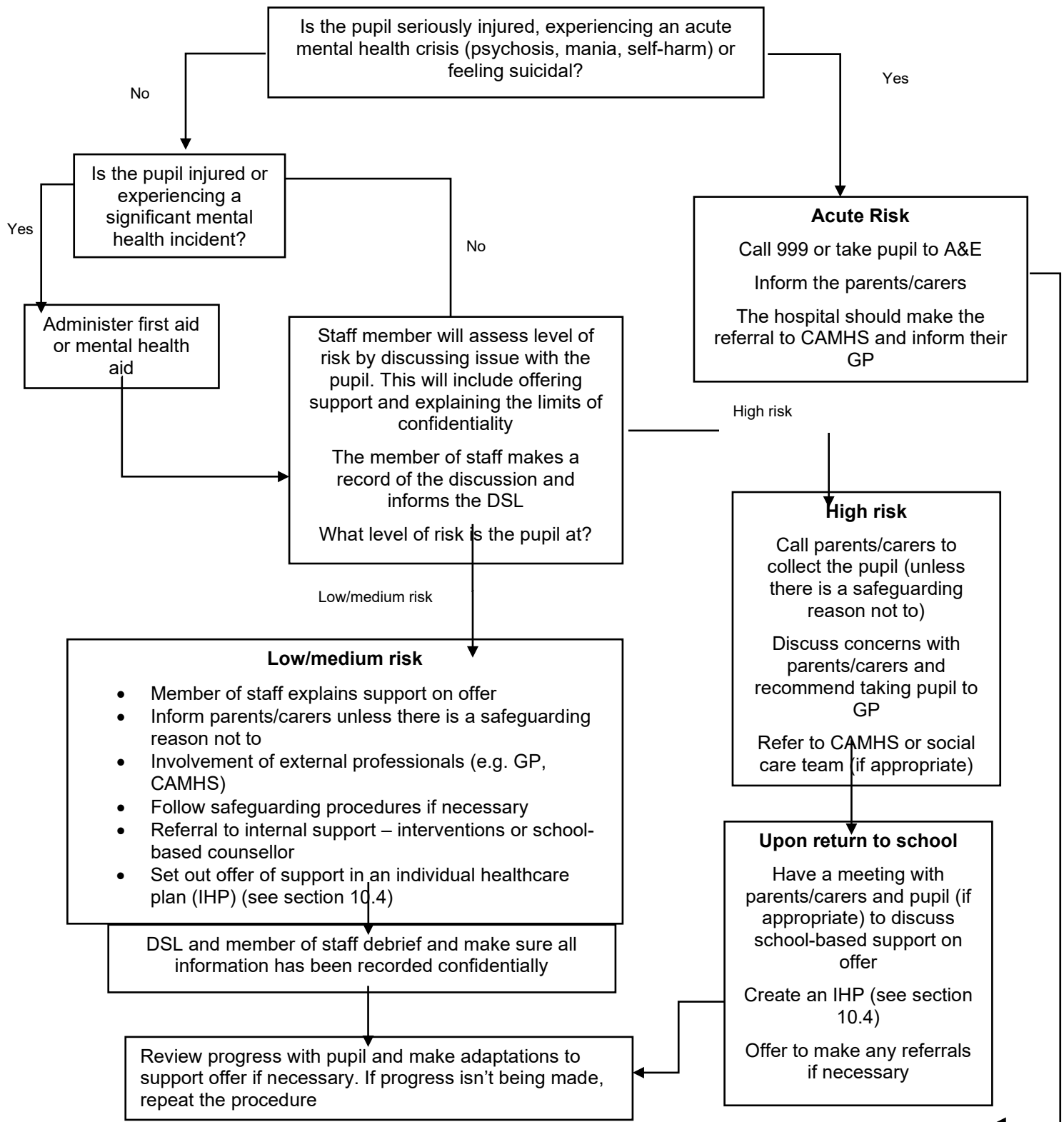- Articles 3 and 23 of the UN Convention on the Rights of the Child

3. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a pupil's mental health or wellbeing, they should inform the designated safeguarding lead (DSL) or mental health lead.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

- Head of School- Mrs L Gilbert
- Designated safeguarding lead (DSL)- Mrs S Wright
- Special educational needs co-ordinator (SENCO)- Mrs S Wright
- Mental health lead- Mr V Steward
- Mental Health Practitioner- Ms M Escobar
- Designated child protection officer- Mrs S Wright
- Attendance lead- Miss M Coleman

4. Procedure to follow in a case of acute mental health crisis

Is the pupil seriously injured, experiencing an acute mental health crisis (psychosis, mania, self-harm) or feeling suicidal?

No

Yes

Is the pupil injured or experiencing a significant mental health incident?

Yes

No

Administer first aid or mental health aid

Staff member will assess level of risk by discussing issue with the pupil. This will include offering support and explaining the limits of confidentiality

The member of staff makes a record of the discussion and informs the DSL

What level of risk is the pupil at?

Acute Risk

Call 999 or take pupil to A&E

Inform the parents/carers

The hospital should make the referral to CAMHS and inform their GP

High risk

High risk

Call parents/carers to collect the pupil (unless there is a safeguarding reason not to)

Discuss concerns with parents/carers and recommend taking pupil to GP

Refer to CAMHS or social care team (if appropriate)

Low/medium risk

Low/medium risk

- Member of staff explains support on offer
- Inform parents/carers unless there is a safeguarding reason not to
- Involvement of external professionals (e.g. GP, CAMHS)
- Follow safeguarding procedures if necessary
- Referral to internal support – interventions or school-based counsellor
- Set out offer of support in an individual healthcare plan (IHP) (see section 10.4)

Upon return to school

Have a meeting with parents/carers and pupil (if appropriate) to discuss school-based support on offer

Create an IHP (see section 10.4)

Offer to make any referrals if necessary

DSL and member of staff debrief and make sure all information has been recorded confidentially

Review progress with pupil and make adaptations to support offer if necessary. If progress isn't being made, repeat the procedure

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5. Warning signs

All staff will be on the lookout for signs that a pupil's mental health is deteriorating. Some warning signs include:

Changes in:

- Mood or energy level

- Eating or sleeping patterns

- Attitude in lessons or academic attainment

- Level of personal hygiene

- Social isolation

- Poor attendance or punctuality

- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure

- Abuse of drugs or alcohol

- Rapid weight loss or gain

- Secretive behaviour

- Covering parts of the body that they wouldn't have previously.

- Refusing to participate in P.E. or being secretive when changing clothes.

- Physical pain or nausea with no obvious cause

- Physical injuries that appear to be self-inflicted

- Talking or joking about self-harm or suicide

6. Managing disclosures

If a pupil makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental, and reassuring.

Staff will focus on the pupil's emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL. All disclosures are recorded and stored in the pupil's confidential child protection file.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record.

- The full name of the pupil(s) involved.

- The date, time and location of the disclosure.

- The context in which the disclosure was made.

- Any questions asked or support offered by the member of staff.

7. Confidentiality

Staff will not promise a pupil that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a pupil's mental health could have a negative impact on the member of staff's own mental health and wellbeing.

- The support put in place for the pupil will be dependent on the member of staff being at school.

− Other staff members can share ideas on how to best support the pupil in question.

Staff should always share disclosures with at least 1 appropriate colleague. This will usually be the DSL If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis.

Before sharing information disclosed by a pupil with a third party, the member of staff will discuss it with the pupil and explain:

− Who they will share the information with

− What information they will share

− Why they need to share that information

Staff will attempt to receive consent from the pupil to share their information, but the safety of the pupil comes first.

Parents/carers will be informed unless there is a child protection concern. In this case the child protection and safeguarding policy will be followed.

7.1 Process for managing confidentiality around disclosures

1. Pupil makes a disclosure

2. Member of staff offers support

3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with DSL

4. Member of staff will attempt to get the pupil's consent to share – if no consent is given, explain to the pupil who the information will be shared with and why

5. Member of staff will record the disclosure and share the information with the chosen elected member of staff

6. The DSL will inform the parent/carer (if appropriate)

7. Any other relevant members of staff or external professionals will be informed on a need-to-know basis

8. Supporting pupils

8.1 Baseline support for all pupils

As part of our school's commitment to promoting positive mental health and wellbeing for all pupils, our school offers support to all pupils by:

− Raising awareness of mental health during assemblies, tutor time, PSHE and mental health awareness week

− Signposting all pupils to sources of online support on our school website

− Having open discussions about mental health during lessons

− Providing pupils with avenues to provide feedback on any elements of our school that is negatively impacting their mental health

− Monitoring all pupils' mental health through assessments, e.g. a strengths and difficulties questionnaire

− Appointing a senior mental health lead with a strategic oversight of our whole school approach to mental health and wellbeing

− Offering pastoral support

− Making classrooms a safe space to discuss mental health and wellbeing through interventions such as 'Worry Boxes'.

8.2 Assessing what further support is needed

If a pupil is identified as having a mental health need, the Mental Health Practitioner will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.

Our school will offer support in cycles of:

− Assessing what the pupil's mental health needs are

− Creating a plan to provide support

− Taking the actions set out in the plan

− Reviewing the effectiveness of the support offered

8.3 Internal mental health interventions

Where appropriate, a pupil will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

− Reduced timetable

− Time-out pass

− Counselling

8.4 Individual healthcare plans (IHPs)

A pupil will be offered an individual healthcare plan (IHP) if required.

IHPs are written in collaboration with the pupil (if appropriate), their parent/carer, and any other relevant professionals.

The pupil's IHP will contain the following details:

− The mental health issue (and its triggers, signs, symptoms and treatments)

− The pupil's needs resulting from the condition

− Specific support for the pupil's educational, social and emotional needs

− The level of support needed

− Who will provide the support

− Who in our school needs to be aware of the child's condition

− What to do in an emergency

8.5 Making external referrals

If a pupil's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A pupil could be referred to:

− Their GP or a paediatrician

− CAMHS

− Mental health charities (e.g. Samaritans, Mind, Young Minds, Kooth)

− Local counselling services

9. Supporting and collaborating with parents/carers

We will work with parents/carers to support pupils' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support

- Informing parents/carers of mental health concerns that we have about their child

- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child

- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy

- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child

- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)

- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE, and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face.

These meetings can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open at the end of the meeting.

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the pupil's confidential record.

If appropriate, an individual healthcare plan (IHP) will be created in collaboration with parents/carers (see section 10.4).

10. Supporting peers

Watching a friend experience poor mental health can be very challenging for pupils. Pupils may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all pupils impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends

- Things they should avoid doing/saying

- Warning signs to look out for

- Signposting to sources of external support

11. Signposting

Sources of support are displayed around our school and information is given to parents, so pupils and parents/carers are aware of how they can get help. Relevant resources will be displayed in classrooms and communal areas around the school. The school will also highlight sources of support in relevant parts of the curriculum.

The Mental Health Practitioner will be available to provide further information to pupils and parents/carers if they want to learn more about what support is available.

12. Whole school approach to promoting mental health awareness

12.1 Mental health is taught in PSHE

The content of lessons will be determined by the specific needs of the cohort we are teaching, but there will always be an emphasis on enabling students to develop the skills, knowledge, understanding, knowledge and confidence to identify when mental health problems may be emerging, and to seek appropriate support when needed, for themselves or others. The specific content of lessons will be determined by the specific needs of the cohort we're teaching but we will also use the curriculum guidance to ensure that we teach mental health and emotional welling issues in a safe and sensitive manner.

We follow the PSHE Association Guidance teaching mental health and emotional wellbeing.

Pupils are taught to:

− Develop healthy coping strategies

− Challenge misconceptions around mental health

− Understand their own emotional state

− Keep themselves safe

For more information, see our PSHE curriculum.

12.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

− Discussing mental health with pupils in order to break down stigma

− Encouraging pupils to disclose when their mental health is deteriorating

13. Training

All staff will be offered training so they:

− Have a good understanding of what pupils' mental health needs are

− Know how to recognise warning signs of mental ill health

− Know a clear process to follow if they identify a pupil in need of help

− Additional CPD will be supported throughout the year where it becomes appropriate due to developing situations.

14. Support for staff

We recognise that supporting a pupil experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

− Treat mental health concerns seriously

− Offer staff supervision sessions

− Support staff experiencing poor mental health themselves

− Create a pleasant and supportive work environment

14.1 Promoting wellbeing

14.1.1 Role of all staff

All staff are expected to:

- Treat each other with professionalism, empathy, and respect

- Keep in mind the workload and wellbeing of other members of staff

- Support other members of staff if they become stressed, such as by providing practical assistance or emotional reassurance

- Report honestly about their wellbeing and let other members of staff know when they need support

- Contribute positively towards morale and team spirit

- Use shared areas respectfully, such as the staff room or offices

- Take part in training opportunities that promote their wellbeing.

14.1.2 Role of Head of School

The Head of School is expected to:

- Maintain positive relationships with their staff and value them for their skills

- Provide a confidential support system to their staff

- Take any complaints or concerns seriously and deal with them appropriately using the school's policies

- Monitor workloads and be alert to signs of stress, and regularly talk to staff about their work/life balance

- Make sure new staff are properly and thoroughly inducted and feel able to ask for help

- Provide personal and professional development

- Keep in touch with staff if they're absent for long periods

- Monitor staff sickness absence, and have support meetings with them if any patterns emerge

- Conduct return to work discussions to support staff back into work

- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation.

14.1.3 Role of Senior Management Team

Senior staff are expected to:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours

- Manage a confidential support system for staff

- Monitor the wellbeing of staff through structured conversations

- Make sure accountability systems are based on trust and professional dialogue, with proportionate amounts of direct monitoring

- Regularly review the demands on staff, such as the time spent on paperwork, and seek alternative solutions wherever possible

- Make sure job descriptions are kept up to date, with clearly identified responsibilities and staff being consulted before any changes

- Listen to the views of staff and involve them in decision-making processes, including allowing them to consider any workload implications of new initiatives

- Communicate new initiatives effectively with all members of staff to ensure they feel included and aware of any changes occurring at the school

- Make sure that the efforts and successes of staff are recognised

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- Produce calendars of meetings, deadlines and events within a reasonable time frame so that staff can plan ahead and manage their workload

- Provide resources to promote staff wellbeing, such as training opportunities

- Promote information about and access to external support services

- Organise extra support when requested.

- Report any concerns to the Head of School.

14.1.4 Role of Governance

Governance is expected to:

- Make sure the school is fulfilling its duty of care as an employer, such as by giving staff a reasonable workload and creating a supportive work environment

- Monitor and support the wellbeing of the Head of School

- Ensure that resources and support services are in place to promote staff wellbeing

- Make decisions and review policies with staff wellbeing in mind, particularly regarding workload

- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work

- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them.

14.2 Managing specific wellbeing issues

The school will support and discuss options with any staff members who raise wellbeing issues, such as if they are experiencing significant stress at school or in their personal lives.

Where possible, support will be given by the Head of School or (or SMT). This could be through:

- Giving staff time off to deal with a personal crisis

- Supporting staff when they arrange external support, such as counselling or occupational health services

- Completing a risk assessment and following through with any actions identified

- Reassessing their workload and deciding what tasks to prioritise

At all times, the confidentiality and dignity of staff will be maintained.

14.3 Monitoring arrangements

This policy will be reviewed termly during times of additional stress and every two years thereafter. At every review, it will be approved by the Head of School.