

Social, Emotional, Mental Health and Wellbeing Overview-

Outlined below are the responsibilities of the school and staff members in supporting wellbeing and promoting mental health. There is also advice for employees on how to deal with mental health issues and prevent stress

	Responsibility-	Engagement/Action
Individual	<ul style="list-style-type: none"> • Being able to recognise the early signs of stress or mental health issues in themselves and their colleagues. • Supporting co-workers if they become stressed, which may include practical assistance or emotional reassurance. • Maintaining a healthy work-life balance. • Promoting a positive, supportive atmosphere throughout the school. • Where possible, asking for help when they feel under pressure or stressed. • Attending events and training opportunities which promote wellbeing and health. • Not acting in a manner which endangers themselves or others. • Undertaking additional training and personal development opportunities. 	<ul style="list-style-type: none"> • To read and adhere to Risk assessment, emergency evacuation procedures, security, hygiene and first aid, use of the pool, minibuses, medicines in school, are all covered by the School's Health & Safety Policy supplemented by guidance on specific topics, such as Moving & Handling Pupils, Behaviour Support. • To attend to and engage with supervision sessions, • We also have a duty of care towards our colleagues to support and promote a positive working environment, sharing concerns or issues in a professional manner within group supervision sessions or team meetings. • Staff are reminded that absences create extra pressure on those staff working, thereby affecting their wellbeing. • To contribute or take part in to the values and wellbeing working party initiatives
Management	<ul style="list-style-type: none"> • Creating and promoting a positive and supportive atmosphere throughout the school. • Developing a sensitive performance management process that is linked to clear job specifications. • Including all staff in the school's decision-making processes, where possible. • Encouraging staff to take advantage of any initiatives introduced to promote wellbeing and effective working • Monitoring staff absence, providing the consistent support • Conducting and implementing the recommendations of risk assessments, considering the causes of stress. • Making reasonable adjustments for members of staff who are struggling with long-term mental health issues. • Monitoring employees' workloads and holiday entitlement, ensuring they are not overworked, and providing regular updates regarding absence to the governing board whilst maintaining staff confidentiality in line with the Data Protection Policy. • Regularly communicating with staff, encouraging them to be open when discussing stress. • Organising extra support for staff at times of increased stress within work, e.g. pupil behaviour • Ensuring all staff have read and understood this information 	<ul style="list-style-type: none"> • Availability of Senior Leaders, providing all staff "time to listen" • Informal practices include thank-you both public and private, LoA consideration (in line with Lancashire policy) • Any member of staff who are absent due to anxiety/stress/depression will be referred to OHU for support, upon receipt of their doctor's note. • Workload management • Planning expectations. Consistent, uninterrupted PPA time, additional CPD/subject leadership time (if needed for curriculum development). Additional directed time for assessments. • Clear lines of communication, job descriptions and roles, ongoing opportunities for staff professional development, and succession planning. Structure, routines and timetables. Diaries published well in advance. Timetabled meetings and efficient lines of communication. • 37 hour contracts for teaching assistants to allow adequate time beyond the teaching day for projects or tasks. • Full time TA3/HLTA's at this school do not do planned overtime. With that in mind we offer time off in lieu if those staff are asked to do any additional hours • Full time staff below TA3, can work paid overtime, but again we are conscious that the job here is very demanding and limit the amount of overtime one person can do per week. • Job related pressures

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	<ul style="list-style-type: none"> • Organising thorough inductions for new employees, explaining the school's policies and code of conduct. • The school's Code of Conduct sets out our position regarding bullying and harassment. We recognise, that complaints may be made with mischievous or malicious intent, and such cases will be treated as a serious disciplinary matter. • Catering facilities to buy meals at work 	<ul style="list-style-type: none"> • Staff have an avenue to discuss their feelings related to pupil behaviour during supervision meetings. Staff receive the relevant training as necessary to help them deal with the situations as they arise. External agencies (CAMHS and/or Sensory diet therapists) are involved at times when pupil behaviours may escalate beyond expertise of trained staff.
Governors	<ul style="list-style-type: none"> • Ensuring the effective implementation of this information. • Ensuring the school's ethos reflects its commitment to reducing workload and creating a working environment that is focussed, purposeful and considers individuals' wellbeing. • Ensuring staff roles and responsibilities are clearly defined and monitored. • Ensuring the head teacher puts measures in place to support staff wellbeing. • Ensuring monitoring visits are strategic, focussed and reflective of its monitoring plan, and being clear with staff ahead of the visit about what the focus will be and the information that will be required from them. • Discussing wellbeing during Staffing Committee meetings to ensure staff are supported in their roles and that actions are taken to create a positive working environment. 	<ul style="list-style-type: none"> • Ensuring that all school policies are assessed for workload impact. • Consulting the head teacher on managing staff stress and promoting wellbeing, including them in any decisions that need to be made. • Recognising mental health issues and appointing a mental health and wellbeing governor who will oversee managing and supporting staff mental health. • Ensuring all committee meetings are purposeful, focussed, structured and relevant to the school development priorities.