



# Emmanuel Holcombe C of E Primary School

## Staff Wellbeing Policy

### *Our Vision for this Christian Community is*

To grow together in love and learning,  
through faith, family and friendship.

*'Live a life filled with love,  
following the example of Christ.'*

EPHESIANS 5 V2

Written: March 2023 by Jan Thomond  
Next review: March 2024, March 2025

At Emmanuel Holcombe, we aim to promote positive mental health for every member of staff and to recognise and respond to mental ill-health.

This policy is intended as guidance for all staff including non-teaching staff and governors.

This policy aims to:

- Promote positive mental health in all staff.
- Increase understanding and awareness of common mental health issues.
- Make staff aware of early warning signs of mental ill-health.
- Provide support to staff working with pupils with mental health issues.

Lead members of staff: Amy Longstaff Headteacher, Jan Thomond Mental Health Lead and Diane Hughes SEMH teaching assistant.

**Statement:**

We recognise that as a school, we all have responsibility for supporting our colleagues and that teaching is a profession in which many people experience mental health difficulties.

*'Teaching is a tough job. It can be immensely rewarding but can also be physically and emotionally draining...the focus on children's mental health, though, serves as an important reminder to us that we must couple support for school staff with the ambitions we have for children's wellbeing. If we don't, we will be letting down all school staff.'*

Professor Fonagy, CEO Anna Freud National Centre for Children and Families.

**Support for Staff**

As a school, we have several support mechanisms in place to identify and support mental ill-health:

### **1.Open door policy**

It is a key policy of Emmanuel Holcombe School that any member of staff can talk, in confidence, to any member of the Senior Leadership Team at any time about issues they may be having. The Headteacher and Mental Health Lead make this explicit to staff and it is embedded in the culture of the school. There is a governor with responsibility for staff wellbeing who will offer support to staff when needed. A wellbeing survey is conducted each year by the wellbeing governor and responses are collated and shared with staff and these are discussed and actioned as a staff.

### **2.Response to need**

We aim to respond to any emotional health and wellbeing (EHWB) need as soon as is practically possible in school. Senior Leaders will be guided by the individual circumstances of the staff member and the issue raised and will endeavour to identify the correct response to support or help. These responses include but are not limited to:

- Immediate time out of class or planned time away from school responsibilities.
- Flexible working arrangements for an agreed period.
- In-class support from a colleague or TA.
- Referrals to Occupational Health.
- Signposting to other agencies.
- Support with employment related need including advice regarding leave guidance.
- Supportive return to work plans informed by the staff member and Occupational Health if needed.

**Warning Signs:**

- Excessive worrying or fear.
- Inability to carry out daily activities or handle daily problems and stress.
- Feeling excessively sad or low.
- Confused thinking or problems concentrating.
- Extreme mood changes, including 'highs' or feelings of euphoria.
- Prolonged or strong feelings of irritability or anger.
- Avoiding friends and social situations.
- Difficulties understanding or relating to other people.
- Changes in sleep habits such as increased hunger or lack of appetite.
- Difficulty perceiving reality (delusions or hallucinations, in which a person experiences and senses things that don't exist in objective reality).
- Inability to perceive changes in one's own feelings, behaviour or personality.
- Abuse of substances like alcohol or drugs.
- Multiple physical ailments without obvious cause (such as headaches, stomach aches).
- Thinking about suicide or morbid thoughts.
- An intense fear of weight gain or concern with appearance

**3.Positive Wellbeing Support:**

Whilst we recognise that there may be times when a member of staff may need extra support with their emotional health and wellbeing, we also recognise that school should always promote good mental health for our staff. We have several systems in place to promote staff wellbeing across the school, such as:

- A school ethos of positivity and resilience.
- A staffroom which is always child free.
- Sharing good practice in staff meetings.
- Celebration of staff achievements and good work with colleagues and governors.
- Staff supervision when dealing with EHWP needs in school.
- Participation in the Emotionally Friendly Setting programme.
- Staff consultation on all aspects of decision-making (where appropriate).
- Regular staff socials

#### **4. Workload**

All new initiatives or systems developed for school are discussed with staff at staff meetings, TA meetings and briefings. They are trialled to identify impact on staff workload and after discussion are streamlined to reduce the burden of expectation with staff wellbeing in mind.

#### **5. Support for new staff**

All new staff have an induction meeting with a member of the SLT. A staff handbook is shared with the new staff member, and these are kept in the class files in each classroom. As part of the induction the new member of staff will be given time to read through the class file and ask any questions. Class files contain details of medical needs, EHCPs, guides to the curriculum and school procedures.

A follow up meeting with the new member of staff will be used to ensure that they are inducted correctly, and they are settling well into school life.

#### **6. Support for senior leaders**

Seniors have identified and planned time for leadership meetings fortnightly off site. These meetings cover strategic leadership, problem solving and supervision when needed. The Governors also provide leadership support on a regular basis. The Chair of Governors is instrumental in supporting and performing as a critical friend to the Headteacher.