



MENTAL HEALTH STRATEGY



“Mental health is a state of well-being in which every individual realises his or her 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 Organization 2014)

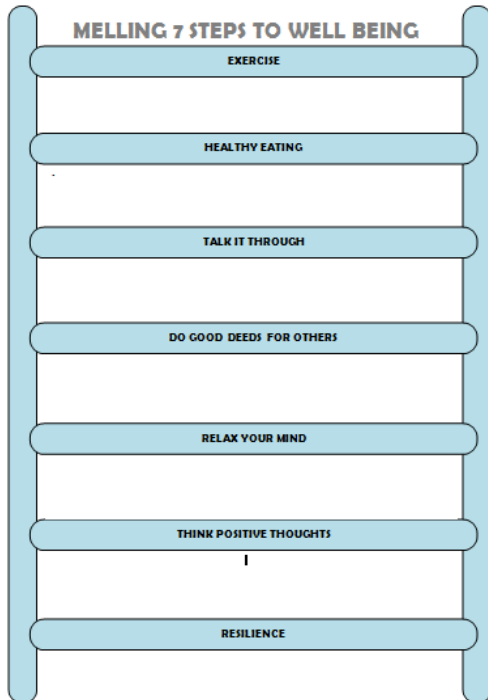
Policy Statement

At our school, we aim to promote positive mental health for every child, parent / carer and staff member. We pursue this aim using both universal, whole school approaches and specialised, targeted approaches aimed at identified vulnerable pupils and families. In Melling we aim to ensure that all members of the school community are provided with strategies to develop positive mental health. We believe that positive mental health can be achieved by: prevention – early identification – early support – access to quality intervention. Our school's '7 Steps to Well Being' is at the heart of promoting positive mental health, at the heart of prevention - it promotes behaviours and attitudes for feeling good and functioning well. The ROAR approach is also being implemented – a co-ordinated response to mental health in primary schools.

Principles

1. We will create an **ethos and environment** that promotes openness, respect and values diversity.
2. The **Leadership & Management** supports and champions efforts to promote good mental health and well being.
3. We will provide **Curriculum, teaching, learning** to promote resilience and support social and emotional learning.
4. We will ensure **staff development** that supports their own well being and that of others.
5. We will work in **partnership with parents** and carers to ensure that needs are met.
6. We will enable **pupil voice** so that children feel listened to and that they are at the centre of decision making.
7. We will **enable Targeted Support** and appropriate intervention when necessary.

These principles will underpin the approaches used to support the development and integration of wellbeing strategies. The policy and curriculum delivery will be tailored to promote the key aspects of improving mental health illness and wellbeing. It will focus on creating a socially, emotionally and physical rich environment where key relationships can thrive and children can feel secure in their learning. School based programmes which are linked to the curriculum will promote pupil voice through developing independence and choice making decisions. Staff will have access to training and signposting to approaches and resources that will support their own emotional health and wellbeing with an aim to foster team work and create solidarity. When a need is identified that requires more than the whole school approach, referrals to appropriate professionals will be made and impact evaluated.



STRATEGY FOR PUPILS

“A good head and a good heart are always a formidable combination.”

Nelson Mandela

The Sefton perspective:

In Sefton schools and providers of services to children and young people take the issues of emotional wellbeing and mental health very seriously and have been working together to make an improvement that benefits all. Research suggests that:

- More than 1 in 10 children aged 10-15 say they have no one to talk to or wouldn't talk to anyone in school if they feel worried or sad. This is the same proportion of children who have a diagnosable mental health problem.
- 50% of mental health problems are established by the age of 14 and 75% are established by age 24.
- Young people in the UK are dealing with high levels of stress. This is largely due to pressure to succeed, body image and exams.

The challenges facing children and young people are also faced inadvertently by schools and colleges. In an average class of 30 x 15-year-old pupils :

- 3 could have a mental disorder
- 10 are likely to have witnessed their parents separate
- 1 could have experienced the death of a parent
- 7 are likely to have been bullied
- 6 may be self-harming

The government has acknowledged the vital role that schools, colleges and skills providers play in supporting the emotional wellbeing and mental health of all pupils and learners and it has commissioned a suite of relevant guidance and resources to help them, available through the links in this toolkit.

MELLING 7 STEPS TO WELL BEING

EXERCISE

HEALTHY EATING

TALK IT THROUGH

DO GOOD DEEDS FOR OTHERS

RELAX YOUR MIND

THINK POSITIVE THOUGHTS

RESILIENCE

PREVENTION
(7 Steps to Well Being/ROAR)

EARLY IDENTIFICATION
(7 Steps to Well Being/ROAR)

EARLY SUPPORT

QUALITY INTERVENTION

CURRICULUM

- PSHE curriculum promotes discrete and integrated specific teaching of mental health
- Classroom environments are well resourced with regards to promoting and valuing mental health strategies
- SBAR days - an opportunity for expert teaching from the Assistant Head to focus on well being

LEADERSHIP & MANAGEMENT

- Assistant Head leads the strategy and monitors its effectiveness
- Identified Mental Health Governor (Chair of Govs)
- Financial support delegated for well being initiatives and for targeted external intervention

PUPIL VOICE

- Pupil perception questionnaires - followed up with class sessions to explore any issues that have arisen
- Pupil Forum meets with Assistant Head on a regular basis to discuss issues regarding well being and mental health

ETHOS & ENVIRONMENT

- The ethos of the school is one of openness and support. The school motto of 'Be the Best That You Can Be' is backed up with the whole school strategy of '7Steps to Well Being' – this underpins the approach to 'prevention' the universal offer for all children in school.
- ROAR principles are used on a daily basis to gain insight into the emotions of a class

ETHOS BEHIND THE PRINCIPLES

STAFF DEVELOPMENT

- Assistant Head has had access to comprehensive training...this has been used as the basis for cascading information to all staff
- Staff encouraged and supported to look after and be aware of their own mental health and well being (See Well being strategy for staff)

WORKING WITH PARENTS

- Parents are actively encouraged to be open and honest with staff – alerting staff as to issues that may affect the mental health and well being of their children.
- Management, Senior Leaders and staff are approachable and accessible when needed.

TARGETED SUPPORT

There are a range of support strategies within the school's own 7 Steps to Well Being approach (as can be seen in the pages that follow) However, if it is felt that a child requires more specific support delivered by a professional in the field, the school has access to several agencies.

IDENTIFYING NEED

- All staff are vigilant and can identify when a child may require additional support.
- The SLT meet weekly to discuss vulnerable children and identify additional actions for their well being.
- SLT and staff are accessible for parents on a daily basis.

CURRICULUM

- Healthy body, healthy mind weeks
- PE National Curriculum followed for all classes
- Swimming for junior classes
- Sports Days
- Inter house and out of school sport competitions and matches

TARGETED SUPPORT

- TA/ adult support during PE sessions for individuals or small groups
- Cycling proficiency for Y5 children
- Physical development assessed regularly in EYFS and appropriate interventions put in place
- Pupil Premium children targeted for free sports clubs

WORKING WITH PARENTS

- Letters and information sent home for holiday sports clubs and out of school activities
- Information on newsletters and website
- Parents invited to sports days and competitions

LEADERSHIP & MANAGEMENT

- Specialist teacher (RM) who leads PE sessions with all classes and lunchtime and after school clubs
- Assistant head leads Yoga and mindfulness club weekly
- Feedback to Governors (Sports premium)
- RM leads Sports Relief
- Equipment monitored and ordered when needed

EXERCISE

ETHOS & ENVIRONMENT

- Classroom environment promotes physical activity and healthy living
- SBAR Days with all classes (yoga)
- Class footballs and cage rota
- Playground equipment and floor/table activities outdoors
- Adults and older children play games with younger children during lunchtimes
- Sports teacher ensures Melling is represented in every tournament throughout the year

PUPIL VOICE

- Pupil questionnaires on sports
- Children's suggestions for after school clubs
- School council focus on '7 Steps' as topic for mock elections

STAFF DEVELOPMENT

- RM leads staff meetings and INSET days
- RM supports staff to deliver PE curriculum
- Training for individual staff when needed
- Staff exercise together e.g 5k walk/run, netball and cricket clubs, yoga

IDENTIFYING NEED

- Adapting curriculum to meet individual needs
- Children who excel are given time out of school for gymnastics, football and dance
- Height & weight data discussed with School Nurse service

CURRICULUM

- Apter cup for being a good friend
- Courtesy cup
- Lesson plans from Children in Need, Water Aid, Welly Walk and other supported charities
- Friendship Week

LEADERSHIP & MANAGEMENT

- SLT co-ordinate and plan charity events
- Covering staff absences
- Golden Value 'Giving is more important than receiving'
- SLT available to talk to throughout the day

PUPIL VOICE

- Pupils choose fundraising and charity events they would like to do
- Children help with planning and running of charity days
- SMILE community projects
- Children deliver food to food bank

ETHOS & ENVIRONMENT

- Regular charity events supported
- £10 per class to spend on doing something for community SMILE
- 7 steps wall in hall
- Be the best that you can be group
- Buddy stop
- Golden Value badges: Melling manners, Giving is more important than receiving'
- Melling 'family': caring school

STAFF DEVELOPMENT

- SMILE training for staff involved in community event £10 challenge

***DO GOOD DEEDS
FOR OTHERS***

WORKING WITH PARENTS

- PTFA events throughout the year always well supported
- Parents send toys, books, old uniform etc to school
- Charity events and food bank well supported

IDENTIFYING NEED

- SLT monitor staff and pupil wellbeing
- Children identified if low self esteem
- Children identified if having relationship issues

TARGETED SUPPORT

- Jobs in other classes eg Y4 colouring and reading at playtimes with YR
- Specific children picked for being a monitor/buddy if vulnerable
- Peer mentors

LEADERSHIP & MANAGEMENT

- SLT lead for healthy eating
- SLT member in hall at lunch to monitor lunchboxes/ dinners
- Opportunities provided for children from outside agencies eg Active Sefton
- Timetable changes for focus weeks
- Sefton Catering nutritional standards

ETHOS & ENVIRONMENT

- Healthy options available and encouraged throughout the day: Breakfast club, tuck shop, snacks, lunchtimes and after school club
- 'Healthy School' status reinforced regularly
- Rewards mainly non sweets
- Sefton Catering nutritional standards - healthy school lunches

WORKING WITH PARENTS

- Healthy lunchbox ideas sent out in new starter packs
- Parent questionnaires
- Parents spoken to by staff if their child needs healthier snacks/ lunch box and support given

CURRICULUM

- Science Curriculum: teeth and eating, balanced diet, healthy eating etc
- Healthy body, healthy mind week
- Active Sefton – Healthy Living/eating programmes for all classes
- School nurse delivers sessions to children - Five a Day/healthy teeth
- Cooking in classrooms/ portable ovens - Smoothies
- PSHE Scheme of work

HEALTHY EATING

TARGETED SUPPORT

- After school cookery club
- Food available for vulnerable pupils throughout the day
- Healthy lunches provided for school trips (vulnerable pupils)
- Breakfast and after school club

PUPIL VOICE

- Children run the school tuck shop
- Children give ideas for tuck shop snacks they would like
- Pupil questionnaires - question about healthy eating

STAFF DEVELOPMENT

- Diabetes, epi pen, allergy and peg feed training
- Training for breakfast and after school club staff (food)
- Staff present in Active Sefton sessions to continue to promote the messages throughout the year

IDENTIFYING NEED

- Lunchbox checks
- Healthy snacks monitored
- School nurse weight checks - with follow up from health service
- Pupil questionnaires

CURRICULUM

- SBAR Days (Stop, Breathe, and Relax)
- Mindfulness and calming music used in classes when working
- Yoga sessions in class
- Mental Health sessions/ PSHE Scheme
- Enrichment activities and trips

WORKING WITH PARENTS

- Advice and information on places to visit and agencies available when needed
- Clubs, groups and family activities in school holidays (flyers sent out)
- Coupons for days out
- Coffee afternoons
- Tales and toast
- PTFA events eg bingo nights

ETHOS & ENVIRONMENT

- New sensory library
- 7 steps wall in hall
- Opportunities for mindfulness/ quiet times
- Displays in class : calming, hessian backing, ideas to relax
- Calming music played in classrooms

LEADERSHIP & MANAGEMENT

- Mental Health led by SLT
- Mental Health part of School Improvement Plan
- Events and support for staff when needed
- Advice and information on well being activities (gym) and outside support (Access Sefton)
- Positive Behaviour policy that promotes a calm approach

RELAX YOUR MIND

TARGETED SUPPORT

- Differentiated timetables for individuals to include time to relax and do things they enjoy
- Yoga and mindfulness club
- SBAR Days for all classes
- Anxiety and anger gremlin books
- Identified staff member to speak to when needed
- Time away from class (sensory room) to relax, calm, focus and re-charge
- Mindfulness activities

PUPIL VOICE

- Library sessions during lunchtimes
- Quiet area outdoors (to do)
- Children contributed to new library/ sensory room
- Children chose the books they wanted for the library
- SLT did circle times in all classes to how children want to relax

STAFF DEVELOPMENT

- Staff supported on delivering mindfulness and mental health activities in class
- Assistant Head/Mental Health Lead – regular updates on ideas for mindfulness

IDENTIFYING NEED

- Pupil questionnaire analysis
- Vulnerable pupil register
- Monitoring of vulnerable children
- Notepad and pens for children to write down needs and concerns
- I wish my teacher knew boxes and worry eater notes

CURRICULUM

- PSHE scheme - specific unit
- Friendship (anti-bullying) week
- Circle times
- Growth mindset & metacognition
- ROAR Resilience Framework
- Challenges given across all subjects and school life to build resilience (eg problem solving in Maths)

LEADERSHIP & MANAGEMENT

- Assemblies led by SLT
- Modelling by SLT to staff and by staff for children
- Support/ action plan for staff (to do)
- Challenges and activities for staff to build resilience (to do)

PUPIL VOICE

- Responsibilities - encouraged to stick with it
- Jobs and monitors
- Meta cognition
- Performing in front of others (oracy, plays, assemblies)
- Pupil interviews

RESILIENCE

ETHOS & ENVIRONMENT

- Resilience strategies displayed in class
- Supportive peers and staff
- Resources and activities in class to support mental health, positive thinking
- Mistakes are ok - valuable learning experiences
- Language of resilience used by all
- Golden Value: 'can do not can't do' - rewarded gold stars/badges

STAFF DEVELOPMENT

- CPD - what does resilience look like/how do we build it
- Metacognition training
- Support from outside agencies when needed
- ROAR training for HT and AH (Response to Mental Health CAMHs)

TARGETED SUPPORT

- Immersion in activities they find difficult to build resilience (eg performing in front of others)
- Use of ROAR Resilience Framework resources
- 1:1 and small group support in class
- Buddies/ talk partners
- List of strategies to use when stuck
- Meta cognition
- Mental health and well being intervention and support
- Confidence building activities

IDENTIFYING NEED

- Vulnerable pupil register
- Use of ROAR Rainbow scale of how you are feeling
- Assessing challenges completed in class

WORKING WITH PARENTS

- Parent workshop to teach strategies to help them build resilience in their children (to do)
- Home school agreement
- Help with homework
- Attendance monitoring (linked to resilience?)

CURRICULUM

- Oracy focus
- ROAR daily 'temperature' check
- Talk homework (YR), games and activities
- Reflection time
- PSHE sessions/ circle times
- Mental health sessions

LEADERSHIP & MANAGEMENT

- SLT leads mental health sessions with all classes (SBAR Days)
- SLT member on playground before and after school; lunchtime presence

PUPIL VOICE

- Worry eaters and worry logs
- Pupil questionnaires
- Circle times
- Gratitude diaries
- I wish my teacher knew boxes
- SBAR days
- School council - feedback

ETHOS & ENVIRONMENT

- New library and sensory room
- Displays in classrooms and around the school encourage talk
- Open door policy
- Adults on playground at start, during and end of the day
- Relationships between staff, parents and children

TALK IT THROUGH

TARGETED SUPPORT

- Anxiety Gremlin (CBT) books for individual children
- Yoga and mindfulness club every week for vulnerable children
- Notebook and pens to write things down
- Time out of class (library)
- Circle times from issues arising
- School Early Help

STAFF DEVELOPMENT

- Focus on staff mental health and well-being
- Assistant Head cascades training for 6 day Mental Health Lead training to all staff
- ROAR training cascaded

WORKING WITH PARENTS

- Coffee mornings to get to know new parents and each other
- Toast and tales sessions
- Mental Health workshops for parents (to start)
- Parent teacher meetings
- SLT accessible every day (gate)
- Parent questionnaires and feedback

IDENTIFYING NEED

- Chosen adult for children to talk to when needed
- School Early Help
- Discussions with individuals and classes
- ROAR tools & resources
- Vulnerable pupil register

CURRICULUM

- Mental Health and PSHE Sessions
- Staff to model positive thinking - reflection at end of the day
- Awe and wonder across the curriculum
- Growth mindset
- Strategies given for meta cognition and delivered across all subjects
- 2 stars and a wish
- Peer marking

LEADERSHIP & MANAGEMENT

- Assemblies
- Growth mindset and meta cognition focus and training
- Circle of Governance
- SLT model positive thinking
- Assemblies with theme of being grateful

PUPIL VOICE

- Be the best that you can be group
- Gratitude diaries and jars in classes
- Gratitude cards after every Sbar day
- School council
- Pupil discussions

THINK POSITIVE THOUGHTS

STAFF DEVELOPMENT

- Looking at bigger picture
- Staff meetings to share ideas
- Small working groups
- Support for each other
- Assistant Head Training on positive thinking - Simon Ward to be cascaded to staff.

TARGETED SUPPORT

- Yoga and mindfulness club
- Time in sensory room (time out)
- Strategies and resources for children to use when needed
- Notebooks and pens (What went well today?)
- Anxiety gremlin books

IDENTIFYING NEED

- Vulnerable pupil register
- Staff monitoring of children
- SLT monitoring of staff
- Mental Health agencies and support accessed for children and staff
- Monitoring of behaviour
- Children's notebooks
- Worry eaters
- Circle times
- Discussions with children
- Pupil questionnaires

ETHOS & ENVIRONMENT

- Reflection and gratitude activities at end of day/ throughout the day
- Encouraging each other... Can do not can't do
- Modelling by staff and older children
- Lots of praise
- Rewards system
- Enrichment activities, trips and theme weeks

WORKING WITH PARENTS

- Newsletter and website to celebrate achievements
- Golden texts/Cups assembly
- Emails home and the school app
- Regular meetings for vulnerable pupils
- Parent questionnaires

IDENTIFICATION	EARLY SUPPORT	QUALITY INTERVENTION
<p>All staff vigilant to changes in behaviour, presentation, emotional well being, attitude, work ethic – report to SLT if concerned.</p> <p>Attendance and punctuality monitored on a weekly basis – any changes/concerns are followed up.</p> <p>Weekly meetings of SLT to discuss and update the Vulnerable Children Register.</p> <p>Parental concerns brought to the attention of staff as SLT and staff are accessible and approachable. SLT are on the playground every day (morning and end of the day) if parents need to talk.</p> <p>Induction meetings held with parents of new children.</p> <p>Termly Pupil Progress Reviews</p> <p>ROAR daily ‘temperature’ checks of emotional well being for all children</p> <p>Class circle time/vigilance</p>	<p>Depending on the nature and severity of the concern the following ‘in-school’ strategies will be implemented:</p> <ul style="list-style-type: none"> -Behaviour Support Plan with certain types of behaviour targeted and positive actions put in place. -If the concern is felt to be of a safeguarding nature, the DSL will be informed and will take the necessary action. -A school early help plan will be put in place – an informal approach to identifying targets for support. The following actions may be used: <ul style="list-style-type: none"> -Anxiety and anger gremlin books/worry eaters -ROAR resilience framework resources -Notebook and pens to record positives and negatives -Yoga and mindfulness club -Sensory room time out -Time to speak to trusted adult -Staff awareness raising of identified children -Peer responsibility (eg YR helpers/Librarians) -SBAR days/circle time teach strategies for calm/relaxation 	<p>The following agencies may be involved if it is felt that Early Support is not working or if the issue identified is of a serious nature requiring expert professional support and input:</p> <p>An Early Help Support Centre – using the Local Authority Liquid Logic system may be implemented to structure the action planning at a more formal level</p> <p>Play therapy/Sand therapy – on a temporary basis Melling primary has access to a trainee play therapist who works in school every Monday.</p> <p>School Nurse Emotional Health Support Programme.</p> <p>SEAs – Sefton Voluntary Community Services a costed service than can provide a programme of support or counselling for a pupil (art therapy, drama therapy etc)</p> <p>Well Young People – a costed service that will work whole class, with small groups if there are friendship issues or on a one to one basis if it is felt this is more appropriate.</p> <p>Bullybusters will work with whole class, with small groups or on a one to one basis</p> <p>CAMHs – if it is felt that the situation is a serious mental health issue then a referral will be made to CAMHs</p> <p>Kooth – a monitored online service that is aimed at Y5 Y6 children that will allow them to chat about concerns and worries.</p> <p>Butterflies: Counselling service for bereavement and loss.</p>

How to be mentally strong:

@MINDSETOFGREATNESS

- Don't fear alone time.
- Don't dwell on the past.
- Don't feel the world owes you.
- Don't expect immediate results.
- Don't fear taking calculated risks.
- Don't give up after the first failure.
- Don't shy away from responsibilities.
- Don't worry about pleasing everyone.
- Don't resent on other people's success.
- Don't let others influence your emotions.
- Don't waste time feeling sorry for yourself.
- Don't waste energy on things you can't control.

STRATEGY FOR STAFF

“A good head and a good heart are always a formidable combination.”

Nelson Mandela

A National Perspective (Education Support Line)

- Teaching is one of the most stressful jobs in line with Welfare and Health**
- 1.3 million days lost to mental health over the past 4 years**
- Over 50% of support staff report experiencing stress, anxiety, depression due to workload**
- 20% of teaching training places remained unfilled**
- 80% Of Heads and School Leaders describe themselves as stressed**
- 31% of teachers have experienced a mental health issue in the past year (2018)**
- 65% would not feel confident disclosing a mental health issue to their employer**
- 57% of teachers have considered leaving the profession due to health pressures over the past year**
- 393,196 visits to The Education Support Helpline in one year (and many staff don't even know about the service)**
- over 35% increase in the number of teachers ringing the Helpline in a year**
- £1.7 billion spent on supply teachers**
- 2 in 5 teachers are planning to leave the profession by 2024**

Melling Primary acknowledges that its workforce is the key to success for enabling children to flourish. Therefore it aims to promote positive mental health and well being for all members of staff:

PREVENTION

(Reducing workload, Management style, Communication, Managing change, Pupil Behaviour, Positive experiences/work life balance, Belonging and Value, Support for underperformance)

EARLY IDENTIFICATION

(Communication, Staff Voice –questionnaires, Pastoral support, Identified key staff, Back to Work meetings, ethos)

EARLY SUPPORT

(Back to Work meetings, temporary amendments, practical support, time to talk, Educational Support Line 08000 562 561)

QUALITY INTERVENTION

(Occupational Health referral, Access Sefton, HR support, Online Counselling))

PREVENTION

REDUCING WORKLOAD	COMMUNICATION	MANAGING CHANGE	MANAGEMENT STYLE
<p>-Planning (staff free to plan in the way that works best for them - flexible; schemes/programmes eg RWI main source of planning -annotated & personalised, interventions planned for)</p> <p>-Assessment and tracking (streamlined recording, formative is ongoing, summative termly, supported by Subject Leaders)</p> <p>-Marking and feedback (reviewed policy 18-19 identifies less written feedback more quality verbal feedback which is more effective)</p> <p>-Paper work (A4 ethos - action plans and subject reports on one sheet of A4)</p> <p>-Report writing - use one day of Inset and some staff meeting times</p> <p>-Time for additional tasks (staff meetings used for tasks such as data recording, one staff meeting for catch up each half term, creative use of assembly time, staff not expected to be in every assembly, additional time given for monitoring/additional reports needed)</p> <p>-PPA: all staff do get 10% of teaching timetable plus some assembly times; staff able to go home for purposes of PPA; PPA room available;</p> <p>-Resources/IT</p>	<p>-Meetings – staff meetings 5 out 6 weeks in a half term for teaching staff and students (sometimes TAs) - moved to a timed agenda with the intention of finishing promptly; TA meetings with Assistant Heads once a half term in school time; Head meets with other departments in school when necessary - in school time; SLT meet every other week; meetings are minuted and provide actions and are clear and concise.</p> <p>-Emails – expectation that any emails sent after or before working hours may not be answered until the following working day.</p> <p>-Diary and calendar: yearly diary; monthly/half termly calendar; weekly sheet; newsletter & app - all provide staff with forward/future notice of something that may involve them; all staff have access to the office diary. Mindful of allowing as much notice about change of dates, new dates etc.</p> <p>-One to one meetings: all TAs have access to a one to one meeting with a senior member of staff; teachers and other support staff need to have one to one meetings too</p> <p>-Contact details sheet</p> <p>-Questionnaire for staff well being</p>	<p>-Pinch points through the year - the yearly calendar is planned in advance to ensure that the busiest times are not overloaded (eg Inset day used for report writing; planning commitments reduced when assessment weeks taking place)</p> <p>-Time given to reflect on future changes and roles within school</p> <p>-Covering for absent staff - when possible eg maternity leave this is planned for well in advance; teachers going on courses etc know in advance who will be covering - regular and familiar supply staff who know school systems and children.</p> <p>-Budget affects on premises and resources</p> <p>-Premises work planned for holiday periods rather than during term time</p> <p>-Room changes and planning for room use (rotas kept up to date)</p> <p>-Deployment of staff (last minute changes) - kept to the bare minimum</p>	<p>Governors and Senior Leaders endeavour to promote a positive, supportive school ethos, where staff feel able to talk to senior leaders about problems and concerns including mental health issues.</p> <p>On a termly basis the Headteacher and Assistant Heads hold one to one meetings with staff.</p> <p>-Approachable</p> <p>-Flexible</p> <p>-Collaborative team approach not top down</p> <p>-Supportive and positive</p> <p>-Lead by example</p> <p>-Friendly but firm</p>

PUPIL BEHAVIOUR	BELONGING AND VALUE	WELL BEING & WORK LIFE BALANCE	MANAGING UNDERPERFORMANCE
<p>-Prevention strategies (as mentioned above) to prevent children's behaviour deteriorating</p> <p>-School ethos - relationships between staff and pupils very strong (staff/leadership know families well)</p> <p>-School values based on respect - Home School Agreement signed by all</p> <p>-Robust positive behaviour policy that is followed by all staff and one that is know and familiar to parents and children</p> <p>-Team approach to positive behaviour management and negative behaviour management eg staff 'take up the baton' if necessary</p> <p>-Back up available when particular children show challenging behaviour</p> <p>-Management support is strong for dealing with poor behaviour (not afraid to sanction; will deal with parents; track and monitor)</p> <p>-Parents informed before the situation gets worse and on the whole are supportive</p> <p>-If behaviour is a SEND need then the relevant and appropriate support is put in place.</p>	<p>-Social events for all staff: eg meals out; Jacob's Table; Secret Santa; Active Sefton Workforce Challenges (stepometer)</p> <p>-Pastoral support - general ethos of looking after one another - openness to share and sense of looking after one of the team</p> <p>-Secret Angel approach - some staff look out for others eg identify someone as being vulnerable and doing something for them eg do their duty</p> <p>-Staff see that they are valued through various activities: golden texts for staff; Headteacher sticker; recognised in assembly; end of term breakfast; ends of term gift and personal message; special events are recognised and acknowledged</p> <p>-Staff's strengths are recognised and promoted eg PE competitions in front of children - acknowledgements given</p> <p>- Ethos, motto, values permeate through all staff and become part of their everyday lives</p>	<p>-Staff meetings - staff will be expected to attend one staff meeting per week. One staff meeting in every half term is given up to mental health and well being when staff may either choose to go home early or may choose to use the time to catch up or get ahead in terms of school tasks. Where possible staff meeting agendas are timed.</p> <p>Staff meetings will be given to task such as data collection and recording; planning for curriculum etc</p> <p>Mindfulness activities may be used at start of staff meetings</p> <p>-Family events - at the discretion of the Headteacher, a flexible approach to requests for staff to attend family events is in place (where possible and when cover can be arranged without cost) For example: to attend a child's awards assembly; to accompany a dependent to a medical appointment; to attend a graduation etc</p> <p>-Sefton Policy for Work Life Balance forms the basis of guidelines and procedures for staff (eg flexible working; time off allocated for a range of family events)</p> <p>-Flexibility of hours - PPA time can be taken at home</p>	<p>All teaching staff have a yearly performance related pay appraisal when performance against Teachers' Standards and Leadership Standards is assessed. If staff begin to experience difficulties with performance then the procedure in the Appraisal Policy is followed:</p> <p>8.1 When dealing with a teacher experiencing difficulties, the objective is to provide support and guidance through the appraisal process in such a way that the teacher's performance improves and the problem is, therefore, resolved.</p> <p>Support staff have performance management meetings as to one to one conversations with an Assistant Headteacher. This provides an opportunity to discuss any issues with performance in a supportive and productive manner.</p>

EARLY IDENTIFICATION AND EARLY SUPPORT

EARLY IDENTIFICATION

- Ethos of a listening school engendered through positive, supportive working relationships that already exist
- Time to talk sessions one to one with Head/Assistant Head – teaching staff
- Time to talk meetings one to one – support staff and Assistant Heads
- Back to Work meetings after absence to identify any underlying issues, to make referral to Occupational Health, to make reasonable adjustments to duties if required
- Staff questionnaire – follow up generic issues considered by Senior Leaders and Governors

EARLY SUPPORT

- Consideration of workload and time deadlines that could be reduced (temporarily) or given more time to complete
- Consideration given to taking time out and offering support with identifiable difficulties
- Alert trusted members of staff to take on a supportive role and check on well being from time to time
- Referral to Occupational Health for counselling, health assessment, physiotherapy
- Directed to QWELL – staff emotional and mental health support network

INTERVENTION

SPECIFIC AGENCIES FOR SUPPORTING STAFF WELL-BEING

EDUCATIONAL SUPPORT LINE 08000 562 561 can be contacted by any member of staff at any time (24 hour service)

TEACHING/SUPPORT STAFF UNIONS: staff are advised to make use of their professional bodies to access appropriate support agencies.

HR SUPPORT – school has an SLA with HR and Personnel. If deemed appropriate the service will be used to provide advice and support for members of staff.

OCCUPATIONAL HEALTH staff will be offered a referral to Occupational Health for issues regarding mental health and well-being. Counselling and programmes such as CBT can be accessed when deemed appropriate

ACCESS SEFTON: Improving Access to Psychological Therapies (IAPT) service in Sefton, Southport, Formby and the surrounding areas. The aim is to provide psychological therapies, sometimes called talking therapy, to help people who have common mental health problems such as feeling stressed, feeling low in mood (depressed) or very nervous (anxiety).

QWELL: Online counselling can be accessed by all staff

THINGS TO REMEMBER

Tomorrow is a new day

Making mistakes is part of life

Saying 'no' is okay

Not everyone has to like you

Beauty & strength come from within