



“Enabling life in all its fullness”

“I came that you may have life, life in all its fullness” (John10:10)

Our **Core Christian values** for our school are: *Perseverance, Creativity, Trust and Friendship.*

Wellbeing and Mental Health Policy

Wellbeing is a golden thread at the heart of our curriculum for pupils and staff.

Policy Date: September 2025 agreed

Date of next review: September 2027

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 Organisation)

At AKPS we are committed to supporting the positive mental health and wellbeing of our whole school community (children, staff, parents and carers). We have a supportive and caring ethos and our approach is respectful and kind, where each individual and contribution is valued. This is as part of our Christian vision *“Enabling life in all its fullness”* **“I came that you may have life, life in all its fullness” (John10:10)** We endeavour to ensure that children and staff are able to manage times of change and stress and aim to ensure that they are supported to reach their potential or to access help when they need it. We also have a role to ensure that children 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. We have a whole school focus on mental health and wellbeing as a Golden thread running through the heart of our ‘Shine Curriculum’ and this policy shows how we support mental health and wellbeing of both pupils and staff.

At our school, we know that everyone experiences life challenges that can make us vulnerable and at times, anyone may need additional emotional support. We take the view that positive mental health is everybody’s business and that we all have a role to play.

Pupil Wellbeing and Mental Health

Teaching about mental health

At AKPS we take a whole school approach to promoting positive mental health, aiming to help children become more resilient, happy and successful and to work in a pro-active way to avoid problems arising. We do this by:

- Creating and applying consistent ethos, policies and behaviours that support mental health and well-being.
- Adhering to a positive, restorative approach to behaviour management.
- Helping children socially to form and maintain relationships.
- Helping children to feel comfortable about sharing any concerns or worries.
- Teaching children emotional skills and an awareness of mental health so that they understand their emotions and feelings better.
- Promoting self-esteem and ensuring children understand their importance in the world.
- Helping children to be resilient learners and to manage setbacks.
- Identifying children who have mental health challenges and planning support to meet their needs, including working with specialist services, parents and carers.
- Supporting and training staff to develop their skills and their own resilience and at times, as appropriate, model this for pupils to see.
- Developing an open culture where it’s normal to talk about mental health.

We promote a mentally healthy environment through:

- Promoting our school values and encouraging a sense of belonging.
- Promoting pupil voice and opportunities to participate in decision-making.
- Celebrating academic and non-academic achievements in our weekly ‘Time to Shine’ and on-going praise systems to catch pupils and staff shining
- Providing opportunities to develop a sense of worth through taking responsibility for themselves and others including through staff and pupil leadership
- Providing opportunities to reflect.
- Enabling access to appropriate support.
- Mental Health and PSHE for all year groups

Specific regular wellbeing activities/practices for pupils and staff including: yoga, mindfulness, MISP (Massage in schools’ programme), Zumba, access to our pupil designed ‘cosy cabin’ at lunchtimes, access to 3 qualified and supervised ELSA’s (Emotional Literacy Support Assistants). We also provide a range of wellbeing events and activities for our staff team including creative workshops such as felting, mosaics, mindful activities, yoga, Zumba, pampering and massage.

- Wellbeing weeks and access to information around the school

We pursue our aims through:

- Universal, whole school approaches – consistency particularly through the ethos of our caring school which prides itself on excellent relationships and a culture where we talk about and name our emotions across the school and all staff are trained in de-escalation
- Support for pupils going through recent difficulties including bereavement, separation, trauma and support for staff through signposting support
- Specialised, targeted approaches aimed at pupils with more complex or long-term difficulties including attachment disorder.
- Nurture groups to focus on mental health, resilience and wellbeing.



Specific ELSA (emotional Literacy) 1:1 or small group bespoke programmes which are impactful and beneficial and readily available through our 3 trained ELSAs

Staff roles and responsibilities, including those with specific responsibility

Whilst all staff have a responsibility to promote the mental health of pupils, we have a dedicated AKPS wellbeing team of staff with a specific, training and roles:



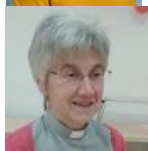
Wellbeing Lead, Samantha Saville, Head teacher, DSL
Qualified Designated Mental Health Lead November 21
PSHE Lead & MISP (Massage in Schools Qualified Instructor)



Wellbeing Teacher EYFS lead (Happiness award trained) Sandra Crowley, Mental Health Champion



Wellbeing TA Hanne Lang (Lead ELSA- Emotional Literacy Support Assistant trained)



Wellbeing Governor and Vice Chair of Governors Reverend Shirley Danby

‘Ted’ the school dog is part of our wellbeing team. He is owned by Mrs Saville and has been n school since he was 12 weeks old.



‘Ted’ is our school dog; he is a very friendly and calm ‘Cavapoochon’. He likes to visit the classes, listen to children read and look at their work, he even gives out his own stickers! Children look after Ted and walk with him at break and lunchtime and he even enjoys joining in with the odd game of football with them too! Ted has had such a positive impact on children at AKPS including calming anxieties, supporting behaviour and inclusion and developing pupil responsibility and leadership. He also has a positive impact on staff and is a very calming influence on everyone. He has attended many staff and Governor meetings too.

Pupil Wellbeing ambassadors: We have a team of upper KS2 wellbeing ambassadors who support our ELSA team to lead wellbeing in the school using the ‘5 ways to wellbeing’. With the ambassadors, we introduced a new orange pupil star for pupils who become wellbeing advocates. A chance for pupils to be part of the wellbeing team and offer

pupil leadership in this area to support the wellbeing needs of our pupils through their own ideas to further raise awareness and pupil involvement and encourage other pupils to understand the priority of wellbeing.



Miss Sharon Jackson is our yoga teacher who provides sessions in yoga and mindfulness for all classes and staff each term.

Mrs Saville is our trained MISP (Massage in schools lead) and all classes access MISP to encourage positive touch and this also further supports our safeguarding work on consent and appropriate touch and develops wellbeing of self and awareness of others.

Pupil wellbeing – we are committed to wellbeing in our school and this is why it runs through the heart of our ‘Shine Curriculum’ as a **golden thread** to ensure it is woven through all that we do.

Staff wellbeing – we are committed to staff wellbeing and ensure we regularly check in with our team, have a pastoral governor to support staff as required (Rev Shirley), provide team building and wellbeing activities such as staff and governor yoga, Zumba and massage treatments for all staff from a trained professional. We listen to our staff and work hard to ensure our school is open, supportive and a really happy place to work.

The role of the wellbeing team:

- Lead and work with all staff and pupils to co-ordinate whole school activities to promote positive mental health and wellbeing.
- Work with the Senior Mental Health lead (Samantha Saville, Headteacher) re: teaching about mental health.
- Provide advice and support to staff and organises training and updates.
- Liaise with mental health services and make individual referrals to them or access for signposting.
 - Provide ELSA across the school from fully trained staff team who access regular supervision from the LA.

Teaching about Mental Health

The skills, knowledge and understanding needed by our pupils to keep themselves mentally healthy and safe are included as part of our PSHE curriculum. The specific content of lessons will be determined by the specific needs of the cohort we’re teaching but we will also use the PSHE Association Guidance to ensure that we teach mental health and emotional wellbeing issues in a safe and sensitive manner.

Targeted support

The school will offer support through targeted approaches for individual pupils or groups of pupils which may include:

- ELSA sessions either 1:1 or small groups via ELSA trained staff at AKPS
 - Circle time approaches or ‘circle of friends’ activities.
 - Parachute ‘team building’ games
 - Mindfulness sessions
 - Yoga for every class 6 times a year
 - Emotional workshops for all classes via ELSA team
 - MISP sessions across the school (Massage in schools programme) [Massage in Schools Programme \(MISP\) - Touchline Training](#)
 - Targeted use of SEAL resources.
 - Managing feelings resources e.g. ‘worry boxes’ and ‘worry eaters’.

- Managing emotions resources.
- Therapeutic activities including art, Lego and relaxation techniques.
- Access to onsite play therapist through internal referral
- Signposting to external support

The school will make use of resources to assess and track wellbeing as appropriate including:

- ELSA pupil questionnaire at entry and exit
- The Boxall Profile
- Emotional literacy scales

Signposting

We will ensure that staff, pupils and parents are aware of what support is available within our school and how to access further support.

Early Identification and Warning Signs

All staff will be vigilant in identifying a range of possible difficulties that may be contributing to a pupil's poor mental health, including:

- Attendance
- Punctuality
- Relationships
- Approach to learning
- Physical indicators
- Negative behaviour patterns
- Family circumstance
- Recent bereavement
- Health indicators

School staff may also become aware of warning signs which indicate a pupil is experiencing mental health or emotional wellbeing issues. These warning signs should always be taken seriously and staff observing any of these warning signs should communicate their concerns with the designated child protection and safeguarding officers (Samantha Saville, Dan Hockaday, Sarah Igoe and Jade Smith) or the emotional wellbeing lead (Samantha Saville) as appropriate.

Possible warning signs include:

- Changes in eating/sleeping habits
- Becoming socially withdrawn
- Changes in activity and mood
- Talking about self-harm or suicide
- Expressing feelings of failure, uselessness or loss of hope
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Assessment, interventions and support

All concerns are reported to the designated adults within school and needs are assessed through a triage approach with SLT, class teachers and SENDCO to ensure the child gets the support they need, either from within the school or from an external specialist service, as quickly as possible. Some may require safeguarding referral to Integrated Front Door (IFD) or consultation for advice. Sometimes a FSA (Family support assessment) will be set up to provide multi agency team support for families as a result (in line with KCSiE 2026)

Working with parents and carers.

Parents or carers can approach their child/children's class teacher if they have mental health concerns. This will be cascaded to the Mental Health Lead for assessment. SENDco and DSL team will also be made aware. To support parents and carers we will:

- Provide information online on mental health issues and local wellbeing and parenting programmes.
- Share ideas about how parents and carers can support positive mental health in their children.
- Make our emotional wellbeing and mental health policy easily accessible to parents.
- Keep parents informed about the mental health topics taught in PSHE and share ideas for extending and exploring this at home including mental health weeks
- Organise workshops and presentations on mental health, anxiety, resilience and steps to wellbeing.
 - Make referrals to IFD or for consultation and advice

- Where appropriate set up FSA for families to work together to support with multi agencies
- Make internal referrals for ELSA support form in house trained staff
- Make referrals to play therapist who is on site each week

When a concern has been raised, teachers or the Mental Health Lead and SENDCO will:

- Contact parents to discuss the outcome of any assessment (Although there may be cases, parents and carers cannot be involved due to child protection issues.)
- Discuss any relevant referrals to external agencies.
- Signpost parents to further information or provide resources to take away.
- Create a chronology of actions and events.
- Agree mental health care and protection plan where appropriate including clear next steps.
- Discuss how parents can support their child through strategies or signposts to parenting support groups.

Working with specialist services

As part of our targeted provision, the school will work with other agencies to support children's emotional health and wellbeing. Children may be referred to one of the following services for additional support. School may lead an FSA to support the family and bring in multiagency for a joined-up support plan for the family.

- Behaviour support through Wiltshire LA
- Educational Psychology Services through Wiltshire LA
- CAMHS (child and adolescent mental health service)
- School Nursing Service
- Children's and Family Services
- Therapists
- Family support workers
- Counselling Services Training

As a minimum, all staff will receive regular training about recognising and responding to mental health issues as part of their regular child protection training in order to enable them to keep pupils safe. Training opportunities for staff who require more in-depth knowledge will be considered as part of our performance management process and additional CPD will be supported throughout the year where it becomes appropriate due to developing situations with one or more pupils.

Links to other policies This policy links to our Child Protection Policy, Behaviour and Anti Bullying Policy, PSHE & RSE policies, SEND Offer (all on our website www.akps.org.uk . We also use this document from the DFE: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf

Monitoring and evaluation The Mental Health and Wellbeing Policy will be published on the school website - hard copies are available on request. The policy will be reviewed every two years

We refer to the DEFE document *Promoting children and young people's mental health and wellbeing* and their eight principles model for implementing a whole school approach to mental health and wellbeing at AKPS.

Figure 2. Eight principles to promoting a whole school or college approach to mental health and wellbeing.



Staff Wellbeing and Mental Health

The biggest asset our school has is its staff; the biggest asset they have is their health and wellbeing. Staff work together to make sure our school is a safe, caring and happy place to work, which can help to enhance individual wellbeing, through personal fulfilment and professional identity. This in turn benefits our pupils and our community.

Staff spend more daylight hours in school than at home, so it is important that they have ownership of many of the decisions that affect them. All 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 about wellbeing.

We advocate a holistic, proactive approach to managing health and rehabilitation issues at work, with everyone working together, staff, leadership team, governors, HR human resource, 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 and rehabilitation, providing the safety of the person, or others is not compromised. However, where possible, staff are encouraged to share their 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.

Aims:

- 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 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
- Ensure that staff understand their role in working towards the above aims Promoting wellbeing at all times

Role of all staff:

All staff are expected to:

- Treat each other with 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

Role of line managers:

- Maintain positive relationships with their staff and value them
- Provide a non-judgemental and 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
- Understand that personal issues and pressures at work may have a temporary effect on work performance, and take that into account during any appraisal or capability procedures
- Promote information about and access to external support services
- Help to arrange personal and professional development training where appropriate
- 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 interviews to support staff back into work
- Conduct exit interviews with resigning staff to help identify any wellbeing issues that lead to their resignation

Role of senior staff

The Senior Mental Health and Wellbeing lead is Headteacher and DSL, Samantha Saville supported by the wellbeing team named in this policy. They will:

- Lead in setting standards for conduct, including how they treat other members of staff and adhering to agreed working hours
- Manage a non-judgemental and confidential support system for staff
- Monitor the wellbeing of staff through regular check ins/surveys and 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 and celebrated and they have a chance to 'shine'
- Produce calendars of meetings, deadlines and events so that staff can plan ahead and manage their workload
- Provide resources to promote staff wellbeing, such as training opportunities
- Promote information about and signpost access to external support services
- Organise extra support during times of stress, such as Ofsted inspections or reviews
 - Review policies with a workload and stress management lens
 - As a trained executive coach, the Headteacher will offer a coach approach to the school to encourage problem solving, listening and developing resilience. Staff are always encouraged to talk and share concerns and also supported to come with potential solutions.

The governing board 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 teacher
- Ensure that resources and support services are in place to promote staff wellbeing
- Make decisions and review policies with staff wellbeing in mind, particularly in regards to workload
- Be reasonable about the format and quantity of information asked for from staff as part of monitoring work
 - Ensure meetings are planned carefully to support the wellbeing of staff attending
 - Consider staff wellbeing when contacting staff via email or telephone e.g. not in holidays and weekends
- Ensure that staff are clear about the purpose of any monitoring visits and what information will be required from them

Governors have a highly experienced wellbeing Governor Rev Shirley who works closely with the Headteacher to support wellbeing and is available pastoral for staff confidential conversation and guidance. This also forms part of our church school partnership work which is important to our work as a church school to ensure that children and adults in our school community flourish 'Life in all its fullness' John 10:10

Communication with Staff:

As much as possible we ask that messages to staff are verbally communicated but email can also be helpful as long as within working hours. Office messages regarding pupils will either be delivered in person if urgent or via email or will be attached to the pupil in their register on SIMS within the working day to ensure strong communication but manageable and not distracting staff from their work.

Communication through email: We understand that everyone likes to work at different hours but that it is difficult to switch off if you receive an email in the evening or at the weekend. Emails sent by school will be scheduled to arrive Monday-Friday 8.00am – 5.00pm. through our revised communication policy we have insisted that parents email staff via the office to avoid boundaries being overstepped such as late-night emails, venting and aggressive emails sent directly in haste or staff anxiety from checking for out of hours emails. This is monitored and addressed if not followed. If staff receive a direct email from a parent/ carer, there is no expectation that you reply out of school hours. Parents have been informed that as part of staff wellbeing, they will receive a reply during school hours and within 3 working days. They have been asked to send out of school emails to the office@ashtonkeynes.wilts.sch.uk and they can telephone the office and leave a message on the answer machine so that staff can respond the next working day. Teachers have been given a generic consistent 'out of office' message which they should set as their out of office message during the school holidays. *I am currently out of office for school holidays so will not be able to read your email until the first working day after the holidays when I will work through emails and respond in a timely manner. Thank you for your understanding. Regards,* This will ensure that boundaries are kept and that should a member of staff work beyond the school day, they are not distracted or disturbed by incoming emails which cannot be actioned until the next working day and removes additional opportunities for possible anxieties or stress. This supports staff wellbeing.

WhatsApp groups for staff are used but this should be engaged in at staff's own will. Staff can mute notifications if they do not want to see every update. Staff should always report any concerns to their line manager should they arise.

Meetings

Meetings, including staff meetings will only take place if there is a clear agenda and a need to hold the meeting. Staff meetings happen once a week and should be finished by 5pm with some exceptions where training is later but staff will be informed of this change.

Work life balance

Certain events and timings of them have been planned to make sure that there is appropriate work / life balance. Examples include: Meetings If there is a late event during the week, there will be no staff meeting and ensuring staff access their PPA time and can take this at home if it helps them. For special events, staff talk with the Head teacher and in house cover can be provided for staff to attend as appropriate.

Parent/carers consultations These take place twice each year over 3 evenings. One is a later evening session, the others early evening sessions and staff can block their time over the three evenings for parents to complete online. , for the second, it is an earlier evening and we spread these over 3 evenings to give staff the chance to spread out, change days or build in more breaks.

School Events We have a few major social events of the school year and staff are encouraged to attend. The annual fireworks event and sometimes a summer event and staff may be asked to volunteer if they can. These are our biggest fundraisers. We try to limit the amount of after school attendance we ask for from staff but good will gestures to help occasionally are really appreciated.

Leadership: staff are supported in leadership through coaching, mentoring, being given time where required, access to training, time to present and work on their areas. Staff meetings are carefully planned to support the team as

leaders so that there is a unified supportive approach to leadership and to support workload to prevent it spilling into their own time.

Report Writing Teachers are given some staff meeting time for report writing/collate data. The report format is reviewed every two years to make sure that it is efficient and cover all the legal requirements.

Residentials Staff in KS2 are invited to attend residentials with their classes as well as those in specific roles e.g. forest school leaders. Teaching staff do this voluntarily (overnight and beyond working hours) and a small additional payment or time in lieu is given to specialist staff who regularly attend the residentials on days they do not normally work. All food and refreshments are provided for staff by the school on the residential.

School Productions

We aim for there to be one evening performance of a school production, the other will take place during the afternoon/s.

Governor Meetings

Where possible Governor meetings are scheduled within the working day and never late in the evening. They are well planned and spaced out so that those staff attending (particularly the Headteacher who attends all of them) can plan and meetings do not build up. They are kept time efficient. The Governors of AKSP are keen to support the wellbeing of the Headteacher and therefore keen to offer this.

Policies and Procedures

Policies are reviewed to reflect best practice and legal requirements but are also reviewed with the question, "How will this impact on wellbeing and workload?" Examples of changes made include our Feedback policy to reduce marking. PPA can be taken from home.

Supporting Staff

The school will support and discuss options with any staff that 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 line managers or senior staff. This could be through: Giving staff time off to deal with a personal crisis Arranging 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. Staff are always encouraged to discuss the need for time for family events e.g. Child's sports day, funerals, weddings with the Headteacher. If it is possible to support and accommodate you, we will.

Monitoring arrangements This policy will be reviewed annually by the school wellbeing team. At every review, it will be approved by the Strategy committee of Governors.

Links with other policies This policy is linked to our: Appraisal policy, Behaviour and Anti Bullying policy, staff behaviour policy, child protection policy, Menopause at work policy, School Dog Policy and risk assessment, Capability procedure, Absence policy, communication policy.

Mental Health Champion

All staff should be mental health champions, but it is important for the staff to have a named person to maintain the importance of mental health issues and to champion their interest. This is Mrs Sandra Crowley This role is to champion mental health for the school community, not to be directly responsible for it. The role includes promotion of well-being materials; being a 'listening ear'; acting as a signpost for other services or professionals, relaying ideas and information to senior staff that could further improve wellbeing in school; having oversight of school improvement plans to ensure that mental health promotion has a key place; help to reduce barriers to mental health in school by promoting positive language in relation to mental health. She is supported by our wellbeing Governor Reverend Shirley who also offers a confidential listening ear but explains anything of a safeguarding nature (as per policy) must be actioned.

To support the well-being of our staff our priorities are:

Language – to be mindful of the language we use to talk mental health at all times

Communication – to encourage individuals to communicate their needs and concerns

Relationships – to promote good relationships between staff through training, time and tea (other drinks are available!)

Kindness – to promote the importance of treating people as we would want to be treated ourselves

Tolerance – for different ways people think and act, providing our goal of ensuring good outcomes for pupils is not affected.

Respect – for how a staff member may want to manage their own mental health or health, providing this doesn't impact on the safeguarding of our pupils.

Harmony – to promote ways of being with each other, including times when opinions differ, or when a person becomes upset with another.

Equality – to ensure all staff having an equal right to wellbeing in the workplace

Trust – to develop a supportive process in which staff can trust, for the continued wellbeing of staff

Empowerment – to ensure staff members feel a part of the decisions which affect them. This includes consultation on key decisions which affect individual staff, including policies and a genuine right to reply and appeal on decisions which may have an adverse effect.

Balance – to recognise the demands of workload on staff and to find ways to ensure a good balance over a school year, between work that is necessary for good outcomes for pupils and time to enjoy when not at work.

What works well at Ashton Keynes CE Primary?

- We all talk to each other and are very good at being 'aware' of each other
 - We are a family and have a strong supportive culture
- Being able to go to our own children's assemblies and sports' days or special events.
- If someone notices someone isn't 'quite right' but they don't feel they can approach them they'll flag it to a colleague who is closer to them.
- Learning support staff and class teachers know when colleague's 'snowed under time' is here (testing, data, reports etc.) and release them or enable dedicated time out of class.
- Teacher training days offer a variety of time for CPD and productivity
- Staff offered time and/or financial support towards professional development.
- We laugh a lot.
- We share in the vision of the school
 - Staff and pupil running and yoga sessions in lunchtime and after school
 - We are valued and feel we can develop in the school and grow and have a chance to 'shine'
- Diverse characters and personalities with a shared dedication and commitment and passion to do the very best for the children in our care.
 - Staff ideas for change are listened to.
- Posters up around school to support wellbeing of pupils and staff.

How do we know?

- Low sickness rate amongst staff for minor illness.
- Children offered a good range of clubs throughout the year, ensuring staff receive 'club days' in return- extra time back for themselves
 - Changes implemented through governing body include, learning support additional payments for taking class for whole or half days; learning support staff offered additional time or payment for residential trips
- Occupational Health offered to support our staff to return to work, or manage health conditions.
- One staff undertaken teaching foundation degree in the last year and one achieved NPQEL qualification in the last two years.
- Many individuals are able to talk openly about their mental health/and or personal situations and find solutions to aid their wellbeing.
- Staff are able to be honest when they are finding a professional situation difficult, knowing colleagues will offer solutions.
- Excellent staff retention. Staff retention shows staff enjoy working at this school and feel opportunities for growth and development and that their contribution is valued.

- Staff feel valued. Staff feedback is strong, they say they feel valued, listened to, are able to contribute, enjoy working at the school and feel looked after. Laughter can be heard at our school; staff are a family and care for one another.

What would we want to happen to further improve staff wellbeing?

- Support a work email free time zone in evenings, holidays and weekends.
 - Continue to listen to requests and ideas to improve staff wellbeing
- Continue to review policies with a workload and wellbeing lens
- Improve access to professional supervision for staff managing child protection –D/DDSLS

Where can I go for support and guidance?

- Other useful websites are:

www.annafreud.org/what-we-do/schools-in-mind/

www.mentallyhealthyschools.org.uk

www.Mindfulteachers.org

www.nhs.uk/conditions/stress-anxietydepression/improve-mental-wellbeing/

www.educationsupportpartnership.org.uk/helping-you/telephone-support-counselling

www.mentalhealth.org.uk/

www.mentalhealth.org.uk/sites/default/files/how-to-manage-and-reduce-stress.pdf

Other links for this policy:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting children and young people s mental health and wellbeing.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1020249/Promoting_children_and_young_people_s_mental_health_and_wellbeing.pdf)