

Cambourne Village College Social, Emotional, and Mental Health and Wellbeing policy

Introduction: What is mental health and why is it important to what we do at Cambourne Village College?

“Mental health is defined as 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.” (WHO 2013)

For all individuals, mental, physical and social health are vital and interwoven strands of life. As our understanding of this relationship grows, it becomes ever more apparent that mental health is crucial to the overall well-being of individuals, societies and countries. Schools, as well as other institutions in society, have a crucial role in supporting the development of positive mental health and emotional wellbeing.

Prevalence of poor mental health in young people has grown rapidly in the last decade. 2021 figures from NHS digital suggest that rates of probable mental disorders have increased since 2017. In 2021 17.4% of children aged 6 to 16 years were identified as having a probable mental disorder (up from 11.6% in 2017). The increase is evident across all genders. The Pandemic has exacerbated an already worsening situation.

School staff are the professionals who spend the most time with children and young people. Schools are often the first to identify difficulties and support and influence children and young people. There is a strong case that we should focus on the mental health and emotional wellbeing of our students. The Education Endowment Fund for instance identifies Social and Emotional Learning interventions as having an ‘identifiable and valuable impact on attitudes to learning... [and] on attainment’.

Cambourne Village College recognises the positive role that schools play in relation to mental health and wellbeing (henceforth referred to as SEMH). At the heart of our work lie the six core principles of The Cam Academy Trust. These drive everything that we do, the framework for mental health relates to the following core principles:

The excellence principle - Education must be of the very highest standard. Education and support around SEMH should be of the highest standard offered.

The comprehensive principle - Education must be for all kinds and abilities. Provision for SEMH should recognise the diverse school communities within the Trust and seek to support appropriately.

The broad education principle - Education must incorporate a broad range of subject areas and personal development. Positive psychoeducation has a lifelong impact and should be considered as a part of student’s entitlement.

The community principle - Every Academy must be at the heart of its local community and serve it well. We recognise the impact that positive mental health has on communities and seek to support parents/carers in our community with knowledge and skills to support positive SEMH.

The partnership principle - Each Academy must seek to work positively in partnership with others for mutual benefit. The framework and the work that schools do related to SEMH is predicated on strong partnerships between schools and external support providers.

We want to ensure that every individual pupil achieves their full, positive potential through a broad and high-quality education including access to support with SEMH.

We also recognise that staff are our most valuable resource at Cambourne Village College and this policy also outlines the ways in which the school seeks to promote the positive mental health and wellbeing of all employees.

This policy has been developed in line with the CAM Academy Trust's Framework for Mental Health and Wellbeing Policies.

Defined Roles and Responsibilities

"Dealing with mental health is everyone's business" – Time to change (2021)

A whole school, joined-up approach to SEMH has a demonstrably positive impact on the mental health and wellbeing of all within the community (DfE: 2018). This is only possible because of access to appropriate training, support and understanding about how to refer on concerns to the right person, team or external partner. This policy seeks to outline responsibilities of staff at every level in the school as well as the role that students can play in supporting positive SEMH.

All staff

All staff in schools have a clear responsibility to safeguard the wellbeing of their students (Keeping Children Safe in Education: 2018). Schools should recognise the positive role that all members of staff play in promoting SEMH through their everyday behaviour and professional practice.

A student may choose to disclose concerns about themselves or a friend to any member of staff so all staff need to know how to respond appropriately to a disclosure. If a student chooses to disclose concerns about their own SEMH, or that of a friend, to a member of staff, the member of staff's response should always be calm, supportive and non-judgemental. Staff should listen, rather than advise, and our first thoughts should be of the student's emotional and physical safety rather than of exploring 'Why?'.

In line with the *Mental Health Training Competency Framework for School staff- Core Training* outlining that as a minimum standard all staff should:

- Have an understanding and awareness of what is meant by mental health and positive mental health
- Have an understanding and awareness of how to look after their own mental health (self-care)
- Have an understanding and awareness of how to identify children and young people who might be struggling with their mental health
- Have an understanding and awareness of the factors that promote and protect mental health and build resilience
- Are able to identify factors that might increase the risk of developing a mental health problem
- Understand the roles and responsibilities – their own and those of others – in meeting mental health needs of children and young people
- Are able to consider their own values and attitudes about mental health and how these might influence their work
- Are aware of barriers that may exist for different minority groups in terms of accessing services
- Know who they should speak to in the school if they identify a child or young person with mental health difficulties (and what information to include within the conversation)

- Have an understanding of the safeguarding issues and how to respond in their setting to a child or young person in distress or in a mental health crisis including the risk of suicide
- Have a general awareness of key local services and resources that can support better mental health in children and young people
- Are able to signpost children, young people or their parents/carers to sources of support and advice

To enable this all staff should:

- Have access to training on SEMH and the role that schools have in promoting positive mental health, this could be as part of annual safeguarding updates and training.
- Have opportunities to discuss concerns about the SEMH of children and young people in their school at an appropriate level, for instance at team meetings.
- Have access to appropriate supervision and support when responding to disclosures or events related to safeguarding or mental health needs.
- Familiarise themselves with, and adhere to their individual schools' SEMH policy

Staff with pastoral responsibilities

Those who play a significant role in a pupils' 'educational journey' and who are working directly with children and young people on a daily basis should have a deeper understanding of mental health and wellbeing. At Cambourne Village College this includes Senior Leaders, Heads of Year, the SENDCO, The Link, The Blue Room managers, and the designated safeguarding team. In line with the *Mental Health Training Competency Framework for School staff - Enhanced competencies* these staff should have a deeper understanding and practical application of:

- A range of relevant mental health problems (e.g. anxiety, depression, self-harm, suicide etc)
- Factors that make a young person more vulnerable to poor mental health
- Services and care pathways that are able to support children, young people and how to access them
- Strategies to help build resilience and improve mental health of children and young people
- How to build emotional literacy in children and young people through the curriculum (including PSHE lessons)
- Impact of attachment, adverse childhood experiences, trauma and loss
- Value of active listening and communication skills
- Knowledge of how to assess basic mental health needs
- Solution focused/restorative approaches to behaviour management
- Ability to reflect and use supervision for support and advice

Staff should be able to access regular suitable supervision to reflect on their own practice and identify areas which they require further training in.

SEMH Leads should regularly review emerging needs within their schools and support staff in developing confidence with managing these needs. This could be through regular forums where staff reflect on current practice and training needs. At CVC we have a shared space on the CATalogue where staff support and training materials are kept. Staff are pointed in their direction where necessary. Ongoing staff training is also an important feature at CVC.

Mental Health Leads

Following the recommendation from the Government's Green Paper: *Transforming Children and Young People's Mental Health* (2017), each Academy in the Trust should include in their Mental Health Policy a named Mental Health Lead with overall responsibility for championing the SEMH needs of the whole school community. The Designated Mental Health Lead at Cambourne Village College is Elisa Kenton-Howells. The Designated Social,

Emotional and Mental Health Lead (DSEMHL) in schools is a strategic role which developed in line with Public Health England's eight principles to promoting a whole school approach to SEMH. The eight principles are:

- Leadership and management that supports and champions efforts to promote emotional health and wellbeing
- Identification of need and monitoring of the impact of interventions
- Understanding of targeted support and how to make appropriate referrals
- Staff development to support pupil and staff wellbeing
- Creating an ethos and environment that promotes respect and values diversity
- Enabling student voice to influence decisions
- Working with parents, families and carers
- Curriculum, teaching and learning to promote resilience and support social and emotional learning.

The DSEMHL will need to be situated in the school organisation where they can lead strategically on each of the eight principles. The DSEMHL (Elke) in Cambourne Village College is line managed by Kerry Urtone (Assistant Principal) and supported by Zach Beamish at Trust level (Trust Lead for SEMH/MHWP).

Common features of the role of the DSEMHL across academies will include, but not be limited to:

- Engaging with Mental Health Forums internally run within the Trust and as part of the local offer, working collaboratively with other Mental Health Leads across the Trust. These Forums will focus on emerging needs and evidence-based practice to meet these needs and share good practice.
- Commit to ongoing CPD (including SEMH training from DfE) and regular self-evaluation of competencies and skills when it comes to leading on SEMH matters, with a target tied to supporting SEMH in school as part of annual Performance Management.
- Co-ordinate CPD and annual refreshers for the whole school community using the local competency framework to identify needs
- Cascade knowledge of basic mental health awareness to other staff and parents/carers. This should include regularly reviewing information that is signposted to staff and parents/carers, for instance on the school's website/social media feeds.
- At least annually assess the SEMH needs of the whole school community by validated methodologies such as; *The Local Authority Mental Health Blueprint*, safeguarding patterns and trends, school council feedback, standardised well-being measures e.g. *Warwick-Edinburgh Mental Wellbeing scale*, *Stirling Children's Wellbeing Scale*, *Boxall Profile* etc.
- Identify and work with specialist providers and those responsible for provision in school, to clinically assess those members of the school community that have higher needs and monitor the impact of interventions using approved outcome measures.
- Understand and evaluate routes of communication between specialist provisions (such as CAMH) and school.
- Use data on the whole school community to strategically formulate improvement plans and organise non-clinical evidence-based interventions designed to meet these needs at multiple levels: whole school (universal) or targeted/ specialised levels for specific members of the school community.
- Lead on policy development, implementation and regular reviews of SEMH provision.
- Identify staff who are able to offer professional supervision in school and organising training and regular forum to develop practice in this area.

The DSEMHL will need to assess their competencies against the DfE proposed SEMH whole school framework: <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing> and identify areas where they require training.

Senior Leaders

The role of Senior leaders in supporting the work of the Social, Emotional, and Mental Health Lead is crucial to ensure positive impact and embed good practice.

Senior leaders should:

- Support Mental Health leads to implement plans and strategies related to improving Mental Health and well-being across the school community.
- Participate in regular self-evaluation of SEMH provision as part of whole school self-evaluation and development planning.
- Promote the whole school ethos of championing positive mental health.
- Use their oversight to ensure that existing related policies (e.g., Safeguarding, Anti-Bullying, Equality and Diversity, Behaviour Management) reference and promote positive mental health practices.
- Evaluate the efficacy and impact of the pastoral, PSHE and related curricula, in both its content and delivery, as a means to ensuring universal provision for positive SEMH is well met.
- Encourage good communication, collaboration and appropriate liaison between staff involved in pastoral, PSHE, mental health and family work, to ensure good provision for mental health and wellbeing in their schools.

Finally, Senior leaders have a role in supporting the SEMH of their staff by means of line management, coaching, or arranging supervision which is particularly pertinent for staff who may have had disclosures made to them or who are closely supporting children or young people who have experienced early or significant trauma. It is therefore important that senior leaders have access to appropriate training and supervision in this area too.

Governors

The school's governing body also has a role in promoting positive mental health and wellbeing. Governors play a key role in being curious about school provision and appropriately challenging the status quo (*A Competency Framework for Governance: 2021*).

The governor with responsibility for SEMH in the school community is Kris Stutchbury. Their role is to ensure that there is suitable evaluation of mental health provisions in the school and that mental health and emotional wellbeing is a priority.

Governors with responsibility for SEMH should be offered appropriate training, which may include meeting with other governors with this responsibility across the Trust.

There should be an agenda item on Full Governing Bodies at least annually focusing on trends, patterns and provisions related to mental health.

CVC has appointed as governor with responsibility for SEMH.

Involvement of parents/Carers and peers in supporting positive mental health and emotional wellbeing

It is important that schools think systemically about mental health and wellbeing and consider children and young people within the context of their families and peer groups, understanding the role that these relationships can have on creating positive mental health and wellbeing. At Cambourne Village College we make parents aware of internal and external support available and provide hybrid sessions to support them in supporting their children.

Working with parents and carers

Parents are often very welcoming of support and information from the school about supporting their children's SEMH. In order to support parents Cambourne Village College will:

- Highlight sources of information, agencies, and how to access support about common mental health issues on our school website.
- Ensure that all parents are aware of who to talk to, and how to get about this if they have concerns about their own child or a friend of their child. This will be detailed on our website and also in the parent handbook.
- Make our mental health policy easily accessible to parents. Available on our website
- Offer opportunities for parents and carers to feedback on policies and procedures (this could be done through parent governors for example).
- Share ideas about how parents can support positive mental health in their children through our regular school information evenings.
- Keep parents informed about the mental health topics their children are learning about in PSHE and share ideas for extending and exploring this learning at home.

When supporting students with more significant needs, or where there is a disclosure or concern around mental health, the school will consider when and how parents are informed. Before disclosing to parents, the school will consider the following questions (on a case-by-case basis):

- Can the meeting happen face to face or virtually?
- Where should the meeting happen?
- Who should be present? (Consider parents, the student, other agencies, other members of staff).
- What are the aims of the meeting?

It can be shocking and upsetting for parents to learn of their child's issues, and many may respond with anger, fear or upset during the first conversation. The school will be accepting of this (within reason) and give the parent time to reflect.

The school will always highlight further sources of information and give parents appropriate information (for instance leaflets) to take away where possible, as they will often find it hard to take much in whilst coming to terms with the news that is being shared.

Sharing sources of further support aimed specifically at parents can also be helpful too e.g. parent helplines and forums.

Where meetings take place, members of staff should keep accurate minutes of what has been discussed and agreed next steps. School staff involved in these meetings should be given suitable provision, for example supervision, to reflect on and evaluate their own professional practice.

Peer support

Wellbeing Prefects and Mental Health Ambassadors

[When a student is suffering from mental health issues, it can be a difficult time for their friends.](#)

Friends often want to support but do not know how. In the case of self-harm or eating disorders, it is possible that friends may learn unhealthy coping mechanisms from each other. To keep peers safe, the school will consider on a case-by-case basis which friends may need additional support.

The school be mindful of the impact of mental health issues on peers surrounding the child and young person and could:

- Discuss with the young person or child what they would like their friends to know
- Discuss with the child or young person how peers can support them safely

Additionally with peers, schools could highlight:

- Where and how to access support for themselves
- Safe sources of further information about mental health

We have our team of mental health prefects and mental health ambassadors who are carefully selected, trained and supported in peer mentoring. The level of need in mentoring is always carefully assessed in line with other provisions. Where appropriate a student will be given a peer mentor.

Provision for supporting student's SEMH at Cambourne Village College

Cambourne Village College has a clear graduated response to SEMH with clear delegation of responsibility for each level of support. Where the school makes a referral to an external provider or service and assists with information sharing, it will be done in line with GDPR and the principles of *Keeping Children Safe in Education*. Below is a map showing provision for mental health in Key Stages 3 & 4 and wellbeing in the school, including who does what. Our key provisions are: The Link, View, Blue Room, Centre, Medical Room, and Safeguarding Team. They work alongside HOYs, AHOYs and SLG (Kerry Urtone). Together they form the Wellbeing Team.

Mental health support provision

Support level – who is the provision for?	What is offered?	Who is responsible?	What resources/training is needed to develop further?	Who is responsible for oversight?
<p>Universal – all students in the school can access this information. This level is about getting advice and support about developing positive mental health. The focus for whole school work is on prevention of mental health challenges by:</p> <ul style="list-style-type: none"> Reducing stigma surrounding mental health Developing resilience in students Developing emotional literacy in students 	<p>Signposting</p> <p>Appropriate resources on mental health and wellbeing are available on the school website.</p> <p>There is also signposting in common areas such as:</p> <ul style="list-style-type: none"> Tutor rooms Toilets Front corridor 	<p>Elisa Kenton-Howells to attend regular local forums to ensure that information is up-to-date and appropriate</p>	<p>Cat Collins – website admin and staff/parent bulletins.</p> <p>Elisa Kenton-Howells – keeping all information and signage up to date.</p>	<p>Elisa Kenton-Howells as DMHL</p>
	<p>Medical room team</p> <p>The medical room team can offer face-to-face advice on support and health. For example, to access the C-Card (Contraception)</p>	<p>Julie Barker</p>	<p>Training for Medical room team in mental health</p>	<p>Kerry Urtone line-manages area</p>
	<p>Peer support systems operate within year groups with some years allocated students in older years as leaders for their form.</p>	<p>Elisa Kenton-Howells works with the mental health ambassadors and wellbeing prefects in providing this service.</p>	<p>Training for prefects and ambassadors in mental health awareness</p>	<p>Elisa Kenton-Howells to evaluate</p>

	Tutors offer advice and monitor the everyday wellbeing of their tutees. Tutors should check-in regularly with their tutees regarding their wellbeing and will consistently signpost safe and appropriate resources	Elisa Kenton-Howells to produce regular messages for tutors and resources for Wellbeing Wednesdays which take place in registration every week. Elisa Kenton-Howells to provide training for tutors where appropriate HOYS to oversee day-to-day provision	Training for tutors Time to produce suitable resources and access to local forums to ensure information is up-to-date and appropriate.	Elisa Kenton-Howells to evaluate HOYS to observe tutor time
	Everyday classroom practice which supports positive mental health and emotional literacy. Teachers are encouraged to identify opportunities in their subject areas and to model positive emotional regulation	HODs to ensure that mental health and wellbeing is an item on departmental meetings. Elisa Kenton-Howells to advise on auditing curriculum for opportunities for mental health and positive wellbeing	Training for HODs in mental health awareness and managing mental health concerns	HODs and SLG line-managers to evaluate
	Curriculum – students' access PSHE lessons in KS3 and 4. The PSHE teachers have training in delivering good psychoeducation.	Lucy Durrant HOD of PSHE	Training for PSHE teachers in Mental Health Awareness	Elisa Kenton-Howells – SLG line-management

	Chaplaincy – WYCCM offers one lunch time drop in slot per week to allow any student (or member of staff) an opportunity to talk about any emerging concerns that they may have	Susie and her team allocated to Cambourne Village College as Youth workers.	Timetabling of rooms and sharing of information	Elisa Kenton-Howells to evaluate
	An annual wellbeing survey and biannual health related behaviour survey give a good indication of the overall levels of mental wellbeing and identify further areas for support.	Elisa Kenton-Howells	Admin support in data processing and analysis.	Elisa Kenton-Howells to evaluate and make suggestions based on evidence. SLG and Governor support.

Support level – who is the provision for?	What is offered?	Who is responsible?	What resources/training is needed to develop further?	Who is responsible for oversight?
	Referral to short-term counselling via Centre 33. (6 sessions)	HOYs and Wellbeing Team meet regularly to assess student needs and refer Emily Smith (due to change)	HOY – mental health champion training and regular updates Izzy Baker – regular supervision/support from Jennie Girling and external supervision as necessary	Elisa Kenton-Howells to have an overview with the wellbeing team. Kerry Urtone as SLG.
	Referral to longer-term counselling via 'in-house' counsellor	HOYs and Wellbeing Team meet regularly to assess student needs and refer Emily Smith (due to change)	Elisa Kenton-Howells to have an overview with the wellbeing team. Kerry Urtone as SLG	Elisa Kenton-Howells to have an overview with the wellbeing team. Kerry Urtone as SLG
	Referral to WCCYM for youth work (6 sessions)	HOYs to assess student needs and refer through Emily Smith	Elisa Kenton-Howells to have an overview with the wellbeing team. Kerry Urtone as SLG	Elisa Kenton-Howells to have an overview with the wellbeing team. Elisa Kenton-Howells to have an overview

	<p>Services also used:</p> <p>Ormiston Families Centre33 Centre 33 Young carers Helios CAMHS EHWS School Nursing Team Stars Bereavement</p> <p>(see below for further details)</p>	<p>HOYs to assess student needs and refer through Emily Smith</p>		<p>with the wellbeing team.</p> <p>Kerry Urtone as SLG To evaluate use of provision (impact and ease of access) on a half-termly basis. Elisa Kenton-Howells to evaluate places available and efficacy of support regularly.</p>
	<p>Referral for external counselling services via YOUUnited (see services above).</p>	<p>HOYs to assess student needs and refer to Emily Smith (due to change) EHA – Completed by appropriate provision within wellbeing team.</p>	<p>Elisa Kenton-Howells to have an overview with the wellbeing team.</p> <p>Kerry Urtone as SLG</p>	<p>Elisa Kenton-Howells and Kerry Urtone SLG to evaluate and implement any changes needed.</p>
	<p>Wellbeing plan to support student in managing mental health. Identification of students who may need additional low-level support in pupil</p>	<p>Wellbeing team</p>	<p>Training in Edukey needed.</p>	<p>Elisa Kenton-Howells to have an overview with the wellbeing team.</p>

	notes and other communications.			Kerry Urtone as SLG to evaluate wellbeing plans and review regularly with Tom Darling.
	Referral for support by local authority (EHA process and support)	HOYs to complete an EHA with young person and their family alongside Safeguarding Team.	HOY – EHA – what, why, when? Training by local authority	Kerry Urtone SLG
	Signposting and referral to Early Intervention Family Worker for support with emerging parenting needs	HOYs to signpost and liaise with EIFW	EIFW to present to HOYs the work that they do with families	Kerry Urtone SLG to liaise with local authority managers to evaluate impact
	Outreach to vulnerable groups: Young carers – regular reminders to identify young carers and regular support (fortnightly lunch slot)	Emily Smith – Young Carers Champion running group and liaising with Centre 33 and Young Carers project HOYs to monitor and identify young carers	Training for whole staff in identification and working with young carers	Elisa Kenton-Howells to evaluate impact and ensure that there are regular reminders for supporting young carers
	Outreach to vulnerable groups: Students with disabilities and medical issues	Year group co-ordinators based in the Centre to regularly review wellbeing of students School Nurse (Julie Barker) to monitor wellbeing of	Regular updates from provisions on supporting vulnerable students Wellbeing team meetings	Kerry Urtone SLG

		students with medical needs		
	Outreach to vulnerable groups: Disadvantaged students	HOYs to monitor wellbeing of students and work in partnership with PSIs for each year group Ed Green and Sarah Ecclestone coordinate PP.	Training for Sarah Ecclestone as mentor of PP children.	Kerry Urtone SLG Elisa KH Ed Green
	Outreach to vulnerable groups: Equality and diversity	Becky Milne and Leyla Jusu E&D co-ordinator to signpost and support students with emerging needs	Appropriate training related to E&D (including restorative practices) for Becky and Leyla as appropriate	Kerry Urtone SLG – line-management of E&D
	Outreach to vulnerable groups: Child of a parent in prison	Emily Smith to support with referrals.	Training for HOYs in how to support children with a parent in prison Training for tutors in how to support children with a parent in prison	Kerry Urtone SLG – oversight of support. Jess Smith— where significant safeguarding issues are present to review provision for individuals

Support level – who is the provision for?	What is offered?	Who is responsible?	What resources/training is needed to develop further?	Who is responsible for oversight?
Specialist support – Students in school can access support with significant mental health issues. This level is aimed at providing support to help in resolving mental health issues and increasing student's participation in learning in school. This level of support is largely held within specialist provisions in the school (The Link, Centre, View and Blue Room). At this stage students present with behaviours typical of mental health issues. Mental health issues have an impact on a student's ability to engage with most activities. Students may	A referral to Younited (single point of access for CAMH).	Emily Smith will advise and complete referrals with HOYs	Training on the Younited referral process	Elisa Kenton-Howells and Kerry Urtone SLG
	Keyworker and single point of communication in school. Heads of Year are responsible for referring and sharing key information with specialist provisions.	Keyworkers are based in our provisions. Discussions and referrals made at wellbeing meetings.	Mental Health Champion training for relevant staff. Regular opportunities to access supervision for relevant staff.	Elisa Kenton-Howells and Kerry Urtone SLG
	Students who present with anxieties about attendance at school or who have difficulties attending school due to mental health issues may be placed on a reduced timetable for a phased return and an Individual Alternative Education Plan	Emily Smith – supporting families and young people with reduced attendance and/or school refusal issues.	Training in delivering evidence-based interventions	Elisa Kenton-Howells and Kerry Urtone SLG

<p>be school refusing regularly or unable to attend school full-time. Causes of mental health issues is may be related to abuse or significant safeguarding concerns. There is a risk to self/others presented by young person.</p>	<p>Students with disordered eating and eating disorders are supported by the School Nurse and Medical Room team. In these cases the Nurse will advise parents on referrals (usually completed by the GP). If a care plan is needed the School Nurse will write this in conjunction with specialist services and school provision.</p>	<p>School Nurse – Julie Barker Safeguarding team.</p>	<p>Ongoing CPD related to eating disorders</p>	<p>Kerry Urtone SLG</p>
	<p>Where the cause of mental health issues is likely to be related to abuse/significant safeguarding concerns a social care referral or urgent referral to 111 option 2 is made by Julie Barker and the Safeguarding Team.</p>	<p>Jess Smith/Ellie Newland etc. Julie Barker</p>	<p>Mental Health Champion/ongoing CPD related to safeguarding</p>	<p>Jess Smith– Safeguarding</p>

	Where there are clear neurodevelopmental issues present but a student has not had an assessment for ASD/ADHD there is a process in school (assess, plan, do, review and EHA) which Heads of Year will complete with support from Jess Smith.	HOYs and The Centre		Kerry Urtone SLG
Where a student is unable to attend school due to significant/complex mental health issues the school will support specialist services in appropriate risk management	Keyworker/single point of contact established for student and their family/carers.	Specialist staff from our in-house provisions will be keyworkers for students depending on the student needs	Ongoing CPD/access to supervision	Kerry Urtone SLG
	If Mainstream provision is not appropriate or not able to meet the needs of the student an EHCP or alternative provision is considered	Elisa Kenton-Howells and Kerry Urtone SLG	Ongoing CPD/access to supervision	Elisa Kenton-Howells and Kerry Urtone SLG
	If a student presents with an immediate/significant risk of harm to self or others there may be a social care referral made	Jess Smith with co-ordinate referrals to social care	Access to Supervision	Safeguarding team and Kerry Urtone SLG

Staff wellbeing

Purpose and Principles

The wellbeing of professionals working within the Trust is of paramount importance. Staff are the most important resource schools have when it comes to delivering a high quality education. Without a personal sense of wellbeing, it is difficult to nurture wellbeing in others.

Employers have a legal "duty of care" towards employees (*The Health and Safety at Work Act 1992*) which requires them to manage and safeguard the physical and psychological wellbeing of their staff. Wellbeing at work is therefore essential if we are to reach our best potential and help our students to do the same. There is a clear correlation between positive staff wellbeing, student achievement and a school's continued improvement (DfE: 2018).

Managing staff wellbeing and promoting a healthy work-life balance will help attract and retain the calibre of staff needed for an outstanding education system.

Supporting the wellbeing of staff will:

- Reduce staff absenteeism and turnover,
- Develop a more motivated workforce with high morale, able to deliver a challenging, education for our students,
- Improve teamwork, staff development and co-operation,
- Recognise that excessive hours of work can reduce staff effectiveness,
- Provide positive role models for students

Work-based stress can have a significant impact on staff wellbeing and in turn impact on student outcomes. It is therefore important that the school does what it can to monitor work-based stress and create opportunities for stress reduction where possible.

Actions to support positive staff wellbeing:

- Identify the main challenges to staff wellbeing by gathering appropriate evidence on the main drivers of stress within the school. This is done through a wellbeing survey completed by all staff at least annually.
- Where workplace stressors are identified, suitable risk assessment should be undertaken to help eliminate the stress or control the risks from stress. This may be done through a referral for an Occupational Health Assessment where appropriate.
- Clearly signpost sources of support available to all staff. For instance, helplines, websites or other information on improving wellbeing are all signposted in staff toilets, the staff room and around the school (for example in office spaces).
- Clearly signpost routes to accessing more specialised or targeted support such as counselling, coaching and/or supervision available to staff. Line-managers will have training and support in how to refer a member of staff where appropriate.
- Create suitable opportunities for staff to discuss their wellbeing regularly with a line-manager (or suitable member of staff). Staff involved in these discussions should have appropriate training made available to them.
- Create forums in the form of the Wellbeing meet-ups to allow staff to discuss wellbeing issues in the school and suggest possible solutions.

- Create opportunities for appropriate professional development to ensure that staff feel competent in the work that they do.
- Encourage staff to take responsibility for their own work and effectiveness as a means of reducing their own stress and that of their colleagues

Senior Leaders in schools should be aware of how they model positive behaviour to manage workload and work-related stress and how this can feed into the overall school ethos and culture. For example by: creating opportunities to discuss wellbeing in line-management meetings; awareness of reasonable working hours, and; collaborating with staff on strategies to manage workload reasonably.

Some areas that schools could develop further to support with staff wellbeing might include:

- Providing up-to-date job descriptions, with duties and responsibilities relating to individual teacher's roles clearly identified
- Paying attention to the physical working environment. Ensuring that site issues are resolved where possible and that staff have a space to recuperate.
- Monitoring working hours and encouraging staff to take breaks in-line with employment legislation.
- Offering staff the option to participate in wellbeing activities e.g. sport activities, social activities, mindfulness sessions.
- Engaging with staff to create constructive and effective working partnerships both within teams and across the school.
- Ensuring there is a culture where staff achievements are acknowledged and celebrated.
- Explicitly outlining staff wellbeing provision in recruitment (for example as part of job adverts and discussions during interviews with prospective candidates).