

Jerry Clay Academy



Strategy for Mental Health and Wellbeing

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| This policy was last reviewed on | April 2022 |
| This policy is scheduled for review on | April 2023 |



1. Introduction

“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)

- 1.1 Jerry Clay Academy recognises the importance of supporting and promoting the health and wellbeing of all children and staff and places this at the heart of everything we do. The 2017 Green Paper Transforming Children and Young People’s Mental Health Provision recognised that taking a whole school approach to mental health and wellbeing can improve attendance and attainment, and benefit school staff, parents and carers. The pandemic has shone a light on how important schools are in promoting mental health.
- 1.2 Health relates to a person’s physical and mental condition. Wellbeing is the subjective state of being healthy, happy, contented, comfortable and satisfied with one’s quality of life. Mental wellbeing relates to a person’s emotional and psychological wellbeing. This includes self-esteem and the ability to socialise and cope in the face of adversity. It also includes being able to develop potential, work productively and creatively, build strong and positive relationships with others and contribute to the community.
- 1.3 Evidence suggests that there are 5 steps which can be taken to improve mental health and wellbeing. (NHS – 5 steps to mental wellbeing)



2. Aims

At Jerry Clay Academy, we aim to promote positive mental health and wellbeing for all members of the school community including staff, pupils, parents and carers. This links with our whole school vision of promoting the development of secure, happy, well-adjusted individuals who are equipped for lifelong learning. We put wellbeing at the heart of education so that children and adults are well prepared to face our challenging world.

We aim to support mental health through a whole school approach by creating an environment that promotes wellbeing in the many different areas of school life. We develop trusting relationships between children and adults to allow all to model, develop and teach the knowledge and skills needed to promote wellbeing and resilience. We aim to create a shared understanding of how to keep physically and mentally healthy and enable staff to identify and respond to early warning signs of mental ill health, responding by providing the right support for children with mental health issues.

Our curriculum teaches about mental health including in PSHCE, RSHE, Wise Time and Mindfulness, Assemblies and Circle Time and also forms a part of extra-curricular programme. Our Learner traits support mental health and wellbeing and provide pupils and staff with strategies for coping with adversity such as resilience, confidence and independence and that these run throughout everything we do.

We recognise, respect and value all staff and children and ensure everyone is supported and empowered to contribute to the promotion of wellbeing for all in the Jerry Clay community.

We aim to remove any stigma around mental health to create a safe and stable environment where both adults and children feel safe to talk about their mental health and seek support. We create a positive culture around issues of wellbeing and mental health as part of keeping each other safe and happy.

Our Mental Health and Wellbeing Strategy provides a framework for us to continue to review our provision and make informed strategic decisions to ensure Wellbeing continues to be at the heart of everything we do.

3. Responsibilities

- 3.1 The Trustee Board are responsible for approving this strategy and ensuring that appropriate policies and arrangements are adopted to support the health and wellbeing for all.
- 3.2 School leaders are responsible for the implementation of this strategy and developing the school's action plan, in conjunction with employees. They are pivotal in ensuring a positive school culture and developing a supportive work environment which supports children and staff employees to achieve a reasonable work-life balance.
- 3.3 Involvement is key to the success of this health and wellbeing strategy children and staff are encouraged to contribute to, and participate in, wellbeing initiatives, plans and targets, and to ask for help and support when they require it.

- 3.4 Key Staff members:
- Designated Safeguarding Lead (Mrs Swinburne)
 - Deputy Safeguarding Lead (Mr Palin)
 - Mental Health First Aiders (Mrs Wood)
 - SENDCO (Mr Palin)
 - PSHCE lead (Mrs Burrows)

If a member of staff is concerned about the mental health or wellbeing of a child, in the first instance they should speak to the DSL Team. If there is a concern that the child is high risk or in danger of immediate harm, the procedures in the academy Safeguarding and Child Protection Policy should be followed.

4. Strategy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

- Review –Use of the Anna Freud 5 Steps to Mental Health and Wellbeing Action Planning Tool
- Staff consultation and wellbeing measurement tool– all Academy staff were given the opportunity to look complete a wellbeing survey at the start of the planning stage and at termly intervals thereafter.
- Pupil consultation. Junior Leaders were consulted and their opinions recorded.
- Ratification –the strategy was shared with trustees and ratified

5. Leading Change

Mental Health and Wellbeing is at the heart of everything we do. Development of our Wellbeing Strategy forms part of our School Improvement Plan and forms an integral part of our Personal Development work in the academy. When developing policies and leading change in the academy, we are always mindful to the impact on wellbeing for all members of the academy.

Trustees and school leadership work actively to create a culture of wellbeing. This includes encouraging school and trust leaders to lead by example by prioritising their own wellbeing and self-care, providing mechanisms for highlighting and responding to specific pressure points and risks and using effective communication to demonstrate the commitment to priorities . Jerry Clay Academy further supports this culture by allocating sufficient resource, including resource for providing confidential external support, for those who need it.

Wellbeing of children and adults in the academy is monitored by the Standards and Pupils Committee of the Trustee Board and through the Headteacher

report that is discussed by the board to achieve robust accountability.

The School website acts to signpost staff, parents, and carers to our approach to wellbeing and mental health as well as to information on how to support children, young people and families in our community

6. Working Together

The whole school community works together to support wellbeing.

We have a 4 step tiered approach to support this area through:

1. **Quality First Social and Emotional Learning Curriculum** for all- PHSE and RSE curriculum
2. **Targeted support** – From our dedicated pastoral team – Mrs Wood- Pastoral Lead, Mr Palin- SENCo & Mrs Swinburne- Headteacher
3. **Wider Strategies**– Led by Mr Palin, SENCo & Mrs Wood Wellbeing/ Pastoral Lead (PHSE/RSE, SEND, Safeguarding, Safe and Happy). These strategies include guiding additional targeted support in school, referrals to other professionals and specialists, signposting to information and organisations that can provide parents and carers with guidance and support.
4. **Bespoke Strategies**– This approach is supported by the Headteacher and our PSHE Leader, Mrs Burrows and teacher led assemblies, the work of our 'Mental Health' Ambassador, the focus of our 'Wellbeing Charter' for both children and adults.

The Wellbeing Trustee: The role of the wellbeing trustee is to challenge, guide and champion Mental Health and Wellbeing in the academy. They will meet with the Staff lead for wellbeing to audit and survey the strategy and its impact regularly. They have strong relationships with staff so that they can listen to, ask questions and provide support and challenge for SLT.

All staff have the responsibility to promote positive mental health and wellbeing and to understand what mental health issues are how to support those with mental health issues. Some individuals will need additional support and it is important that staff are able to signpost people to the relevant support and have an understanding of early warning signs. This will help staff to be able to have early intervention so that they can ensure individuals receive the appropriate help they need. Our PSHE Subject Leader supported by the headteacher leads the staff on mental health development. Our PE Subject Leader is instrumental in promoting wellbeing through physical and mental health including in PE and in supporting the children to maintain active healthy lifestyles at playtime, lunchtime and afterschool. Children can get involved in a range of extra-curricular activities run by teaching staff and sports coaches promoting wellbeing including sports, dance, music and mindfulness.

CPD: Wellbeing forms part of the CPD cycle for staff so that all staff feel confident to teach this as part of PSHE, RSE and Wise Time. All classes engage regularly in additional mindfulness activities from yoga to mindfulness colouring. We build trusting relationships with children so that we can model and teach the children how to remain healthy and promote wellbeing.

Mental Health First Aider and Wellbeing Champions: Our Mental Health First Aider Mrs Wood provides updates at staff briefings to share tips for maintaining good mental health and wellbeing as well as early signs of mental ill health. Other staff are invited to take the Place2Be Wellbeing Champion

training.

Junior Leaders in Year 6 contribute to wellbeing across the academy by reinforcing our Learner Traits and by leading assemblies to promote good mental health and wellbeing including Children's Mental Health week assembly. Our Junior Leader for Wellbeing is an advocate for promoting mental health and shares tips on how to stay physically and mentally healthy. A recent initiative was the introduction of kindness jars in each class. Other leadership roles including our Playground Pals, are trained to support other children in their learner traits including team, work, communication, caring, perseverance and inquirer and so encourage resilience and the development of the 5 steps to wellbeing. Our Worry Buddies were set up by the children during the pandemic and are being reintroduced following pupil voice to continue to heighten strategies for the children to support one another and signpost to an adult where support is needed.

Parents and carers: Regular communications between staff and parents /carers helps to support pupil's wellbeing. Parents can access a range of information on the school website to seek further support and guidance and are encouraged to speak with staff or school leaders for further support where needed.

Supporting Parents: We recognise the family plays a key role in influencing children and young people's emotional health and wellbeing; we will work in partnership with parents and carers to promote emotional health and wellbeing by:

- Ensuring all parents are aware of and have access to information promoting social and emotional wellbeing and preventing mental health problems;
- Highlighting sources of information and support about common mental health issues through our communication channels (website, newsletters etc.);
- Offering support to help parents or carers develop their parenting skills.
- Ensuring parents, carers and other family members living in disadvantaged circumstances are given the support they need to participate fully in activities to promote social and emotional wellbeing. (E.g. 50 things to do before you are 5 initiative, Healthy Happy Holidays)
- Offering parent workshops when available from Future in Minds and other professionals. Previous workshops offered include Handling Difficult Emotions.
- By speaking with a member of the pastoral team, parents can be further signposted to other professionals for support.

<https://jerryclayacademy.wakefield.sch.uk/curriculum/supporting-our-childrens-mental-well-being/>

Collaboration with professionals: Where individuals require additional support, advice is sought and referrals made to agencies including CAMHS and

Future in Mind and through the Team around the School.

7. Understanding Need

Research tells us that the numbers of children and young people experiencing poor mental health has increased significantly since the pandemic. NHS Digital states “Rates of probably mental health disorders have increased since 2017. In 2020, one in six children (16%) children aged 5 to 16 years were identified as having a probably mental health disorder, increasing from one in nine (10.8%) in 2017. The increase was evident in both boys and girls. Challenges faced by young people during the coronavirus pandemic include loneliness and isolation, missing friends, boredom, no-one to talk to, bad home situation, no motivation, worried about health and family, no contact with outside services and support, school work and home learning, exam stress and no independence. At Jerry Clay Academy we want to support our children to build resilience and strategies and to support children and young people to improve mental health and wellbeing. Mental Health is also one of the 5 Priorities of the Wakefield Safeguarding Children’s Partnership.

Support at School: Nurture support is available for children identified as being vulnerable to mental health issues. Children who are going through difficulties such as family illness, separation, bereavement, or other stressful situations are supported with small group work (e.g. gardening, cooking, games) with our Pastoral team (Learning mentor, SENDCO, DSL team and Headteacher) or specialist groups

Warning Signs: Staff may become aware of warning signs which indicate a child 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 alert the designated safeguarding lead/ named persons. Possible warning signs, which all staff should be aware of include:

- Physical signs of harm that are repeated or appear non-accidental
- Changes in eating / sleeping habits
- Increased isolation from friends or family, becoming socially withdrawn
- Changes in activity and mood
- Lowering of academic achievement
- Talking or joking about self-harm or suicide
- Abusing drugs or alcohol
- Expressing feelings of failure, uselessness or loss of hope
- Changes in clothing – e.g. long sleeves in warm weather
- Secretive behaviour
- Avoiding PE or getting changed secretly

- Lateness to, or absence from school
- Repeated physical pain or nausea with no evident cause
- An increase in lateness or absenteeism

Targeted Support: We recognise some children and young people are at greater risk of experiencing poorer mental health. For example, those who are in care, young carers, those who have had previous access to CAMHS, those living with parents/carers with a mental illness and those living in households experiencing domestic violence. We ensure timely and effective identification of children who would benefit from targeted support and ensure appropriate referral to support services by:

- Identifying children who are showing early signs of anxiety, emotional distress, or behavioural problems;
- Providing specific help for those children most at risk (or already showing signs) of social, emotional, and behavioural problems;
- Working with Children’s Services, CAMHS and other agencies services to follow protocols including assessment and referral
- Discussing options for tackling these problems with the child and their parents/carers.
- Agreeing an Individual Care Plan
- Providing a range of interventions
- Provide children with clear and consistent information about the opportunities available for them to discuss personal issues and emotional concerns.
- Provide children with opportunities to build relationships, particularly those who may find it difficult to seek support when they need it;
- Any support offered will take account of Academy policies regarding confidentiality;

Managing Disclosures: If a child chooses to disclose concerns about themselves, or a friend, to any member of staff, the response will be calm, supportive and non-judgemental. All disclosures will be recorded confidentially on CPOMs.

Confidentiality: If a member of staff feels it is necessary to pass on concerns about a child to either someone within or outside of the school, then this will be first discussed with the child. It is important to also safeguard staff emotional wellbeing. Safeguarding supervision between the named persons relieves the burden of concerns and also ensures continuity of care should staff absence occur. It also provides opportunities for ideas and support. Parents would be informed if concerns are raised about a child’s mental health. If a child gives us reason to believe that they are at risk, or there are child protection issues, parents should not be informed, but the child protection procedures should be followed.

Working with parents/carers: We are mindful that for a parent, hearing concerns about their child can be upsetting and distressing. They may therefore respond in various ways which we should be prepared for and allow time for the parent to reflect and process the situation. Signposting parents to other sources of information and support can be helpful in these instances. Lines of communication will be kept open should the parents have further questions or concerns. A record of the meeting and points discussed/agree are added to CPOM’s and an Individual Care Plan created if appropriate

8. Promoting Wellbeing

The skills, knowledge and understanding our children need to keep themselves - and others - physically and mentally healthy and safe are included as part of our PSHE and RSE curriculum. Promoting wellbeing is part of daily life and children are encouraged to recognise and talk about emotions.

Additionally, we provide all children with strategies to keep themselves healthy and safe, as well as supporting children to support any of their friends who are facing challenges.

Children are taught that mental wellbeing is a normal part of daily life, in the same way as physical health and that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. They learn to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. They learn to judge whether what they are feeling and how they are behaving is appropriate and proportionate. Children learn the benefits of physical exercise time outdoors community participation, voluntary and service-based activity on mental wellbeing and happiness. They are also taught simple self-care techniques, including the importance of rest, time spent with family and friends and the benefits of hobbies and interests. Children learn that isolation and loneliness can affect children and that it is very important to discuss their feelings and seek adult support. They are taught that bullying (and cyberbullying) has a negative and often lasting impact on mental wellbeing. Additionally, children find out where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions. They find out that it is common for people to experience mental ill health and that for many people who do, the problem can be resolved if the right support is made available.

Peer to peer support: Junior Leaders in Year 6 contribute to wellbeing across the academy by reinforcing our Learner Traits and by leading assemblies to promote good mental health and wellbeing including Children's Mental Health week assembly. Our Junior Leader for Wellbeing is an advocate for promoting mental health and shares tips on how to stay physically and mentally healthy. A recent initiative was the introduction of kindness jars in each class. Other leadership roles including our Playground Pals, are trained to support other children in their learner traits including team, work, communication, caring, perseverance and inquirer and so encourage resilience and the development of the 5 steps to wellbeing. Our Worry Buddies were set up by the children during the pandemic and are being reintroduced following pupil voice to continue to heighten strategies for the children to support one another and signpost to an adult where support is needed.

Creating a safe environment for children and staff: As part of this, opportunities are provided for structured play at playtime and lunchtime. Recently, additional games have been introduced (bounce net) and reading / writing / map reading activities brought into use by the junior leaders. Our caring bench is a safe place where children can go if they would like someone to talk to or to play with at playtime and lunchtime. Classes regularly learn outside and children are encouraged to enjoy extra curricular activities outdoors as well as to enjoy time of the their interests and hobbies out of school.

9. Supporting Staff

9.1 Through this strategy the academy aims to support employee health and wellbeing and as a result:

- Nurture our motivated workforce who are able to deliver a better education for pupils of the school
- Attract and retain high quality staff who make a positive contribution to the performance of the school
- Improve the school's effectiveness by actively reducing staff absenteeism and turnover
- Encourage staff to achieve a work-life balance suited to their personal circumstances
- Create an environment where staff feel able to raise concerns regarding their health and wellbeing and to provide them with effective support where possible

9.2 This will be achieved through:

- Development of a culture which is supportive where employees feel that their contribution is respected and valued.
- The little things that mean a lot – We check in on each other regularly with a smile and an 'Are you okay?'. We praise staff commitment to build confidence and express gratitude.
- We encourage staff to get off home early on Fridays and when ever they can.
- We bring in treats into the staff room!
- We pass on thanks from parents and trustees.
- We give staff space and encourage autonomy and creativity.
- At least annually, carrying out a Staff Wellbeing survey to identify needs and priorities in valuing and protecting our staff.
- The implementation of people management processes which are based on the principles of trust, equality and fairness,(and we signal our commitment by signing up to the Education Staff Wellbeing Charter)
- Effective leadership which empowers employees and teams to work effectively
- A holistic approach to wellbeing including consideration of the impact which decisions and changes have on employees
- Provision of anonymous, confidential SAS Wellbeing support available to all staff to provide support with physical and mental health and wellbeing.
- Mental Health First Aider available to support staff and training given to all staff with responsibility for mental health and wellbeing.
- Supporting staff members who face mental health problems.
- Valuing our staff by providing high quality and pleasant spaces for working and relaxing including refreshments in the staff room.
- Empowering staff and allowing the flexibility for staff to take non-contact time at home.
- Encouraging communication.
- Offering staff a 'Wellbeing Day' to recognise and value their commitment and dedication.

9.3 The academy recognises that a number of inter-related factors impact on employee health and wellbeing. The relative importance of these will depend on the circumstances of individual employees and may change throughout their lives and careers.

Mental Health and Wellbeing Action Plan

Jerry Clay Academy is committed to supporting and promoting the health and wellbeing of all members of the school community. This action plan has been developed and agreed to support this agenda. The plan covers the period [date] to [date].

| Action | Measure of success | Inputs/Resources required | Timescale for completion | Progress made |
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| 1. Leading Change | | | | |
| Prepare for Change: Prepare Wellbeing Strategy. Research and review best practice and advice Review current provision using 5 steps Action Planning Tool (Anna Freud) at SLT Complete NGA Audit tool to assess Sign up for Education Staff Wellbeing Charter | Wellbeing Strategy in place Staff update on wellbeing strategy Key actions identified from 5 Steps Action Planning Tool. (Anna Freud) NGA Audit tool completed and informs future actions Update to Trustees at Standards and Pupils Committee | Meeting time to communicate with whole staff group SLT Meeting time to carry out 5 steps action planning tool. Trustee support and commitment for wellbeing strategy Strategic support and time for leaders from SIP Trustee support and commitment for senior leadership health and wellbeing | March 2022 | Draft wellbeing Strategy shared with Standards committee – March 22 |

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| Ensure there is a robust mental health and wellbeing policy in place | | | July 2022 | |
| 2. Working Together | | | | |
| Building our wellbeing team. | <p>Wellbeing champions in place and actively supporting initiative</p> <p>Mental Health First Aider on Pastoral team. Weekly updates</p> <p>Regular mental health and wellbeing updates in staff briefing</p> <p>HT monitoring mental health and wellbeing incidents on CPOMS Key actions identified and implemented from Health Needs Assessment</p> | <ul style="list-style-type: none"> • Governor commitment and support for senior leadership health and wellbeing • Management and employee time • Training and support for wellbeing champions • Meeting time to communicate with whole staff group | 12 months | <ul style="list-style-type: none"> • Champions identified. Training now taking place in May |
| <p>Strengthen working and collaboration with mental health services:</p> <p>Develop plan for support by Future in</p> | <p>Effective support from mental health services via Team Around School (Wakefield)</p> <p>Programme of support offered by link Future in</p> | <ul style="list-style-type: none"> • Management and employee time | 12 months | <p>New Future in Minds and CAMHS link workers in place.</p> <p>Developing plan for support in school.</p> |

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| Minds and CAMHS link professionals | <p>Mind and CAMHS professionals is positively impacting on individual children and supporting staff in school.</p> <p>Parents and families are supported by follow up workshops on mental health and wellbeing.</p> | | | Regular Pre-TAS meetings |
| <p>Engage with parents and carers:</p> <p>Heighten mental health and wellbeing in weekly communications in order to further strengthen communications.</p> <p>Development of Children's Mental and Health and Wellbeing Website page.</p> | <p>Mental Health and wellbeing is heightened in weekly communications.</p> <p>Resources are shared on the website so that parents can access support when needed.</p> <p>Parents and carers have a range of strategies for regarding concerns over mental health and wellbeing concerns including the class teacher, SLT and Mental Health First Aider.</p> | <ul style="list-style-type: none"> • Update to First Aid poster to include Mental Health First Aider • Leadership and staff time | July 2022 | Mental Health First Aider included on revised First Aid poster – displayed around school and shared with visiting professionals. Website page added on Children's Mental Health and Wellbeing |
| 3. Understanding Need | | | | |
| Identify pupils at risk: | Staff are confident to identify where children | Staff wellbeing champion training | | Wakefield Safeguarding priorities shared with all |

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| <p>Staff training for all staff on identifying pupils at risk.</p> <p>Include mental health and wellbeing in weekly staff briefings with regular updates from Mental Health First Aider.</p> <p>Standing item on pastoral meeting agenda (BASl) on mental health and wellbeing</p> | <p>have mental health and wellbeing needs.</p> <p>Strategies and approaches are shared regularly to support the wellbeing of all.</p> | <p>Training for leadership using Anna Freud 5 steps seminars.- Understanding need.</p> | | <p>staff – including mental health and wellbeing.</p> |
| <p>Research pupils wellbeing measurement tools</p> | <p>Needs identified built into Academy Improvement Plan for 22-23</p> | <p>Anna Freud – Measurement tools for understanding need.</p> | <p>July 2022</p> | |
| <p>Develop and measure interventions</p> | | <p>Training for leadership using Anna Freud 5 steps seminars.</p> | | |
| 4. Promoting Wellbeing | | | | |
| <p>Integrate mental health and wellbeing across curriculum and culture:</p> <p>Curriculum map incorporating mental health and wellbeing along side other aspects of our</p> | <p>Mental and wellbeing are an integral part of the culture of Jerry Clay.</p> <p>Mental health and wellbeing are mapped across the whole curriculum and in</p> | <p>Leadership and staff time</p> <p>Mental Health Champion training</p> <p>Use of Anna Freud 5 steps seminars to guide leadership https://www.annafreud.org/schools-and-colleges/resources/5-steps-seminars/</p> | | <p>Regular focus on wellbeing in assemblies and in our day to day pastoral support for children.</p> <p>Mental health needs discussed regularly at pastoral meeting and</p> |

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| <p>safeguarding curriculum including PSHE and RSE</p> <p>Continue to heighten wellbeing in assemblies.</p> <p>Strengthen Junior Leadership roles – including Playground Pals and Worry Buddies.</p> <p>Ensure safe spaces on the playground including the caring bench and opportunities for more structured play.</p> | <p>values assemblies to ensure wellbeing is at the heart of our education</p> | <p>Training for Playground Pals and Worry Buddies</p> <p>Training for all lunchtime supervisors.</p> | | <p>with lunchtime supervisors. Playground Pal training to ensure there are lots of opportunities for structured play. Additional games introduced (bounce net) and reading / writing / map reading activities in use.</p> |
| <p>5. Supporting staff</p> | | | | |
| <p>Conduct a confidential annual wellbeing survey</p> <ul style="list-style-type: none"> - Use to identify key actions and priority areas | <p>Summer 1 wellbeing survey provides information to identify key actions and priority areas for 22-23</p> | <p>Anna Freud wellbeing survey.</p> | <p>Summer 1</p> | |

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| <p>Follow up with termly surveys on identified areas.</p> | | | | |
| <p>Provide training for staff with responsibilities for mental health and wellbeing:</p> <p>Mental Health Champions training.</p> <p>Training in staff meetings and briefings</p> | | | | |
| <p>Promote staff mental health and wellbeing:</p> <p>Explore leadership and trustee training for promoting wellbeing in schools</p> <p>SAS Wellbeing support in place for confidential support where needed.</p> <p>Wellbeing Day being managed for all staff during Spring/Summer 2022.</p> <p>Prioritise social and peer and social support – continued investment</p> | <p>SAS Wellbeing charter has been shared and is well understood.</p> <p>The SAS Wellbeing support is in place and well known by staff. It has been included in the induction of new staff and existing staff are signposted to it.</p> <p>Staff are valued and supported with a welcoming and efficient working environment including the provision of refreshments in the staff room.</p> | <p>Anna Freud webinar for governors April 29th (see governors blog)</p> <p>NGA Wellbeing tool for Leaders to be carried out with link Trustee.</p> | | |

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| <p>in staffroom refreshments. Explore planned wellbeing activity.</p> <p>Sharing success and being proud of each other.</p> <p>Scrutinise staff workload, systems and procedures to ensure mental health and wellbeing is prioritised.</p> | <p>Staff are empowered to complete PPA and subject leader flexibly in the academy or at home dependent on their own needs and preferences.</p> <p>Wellbeing Days for staff during the Spring and Summer term in recognition of commitment, dedication and teamwork throughout the pandemic.</p> <p>Good news shared in weekly staff briefings and termly whole staff celebration assemblies.</p> <p>Emails agreement</p> <p>Workload scrutinised around</p> | | | |
| <p>Identify support structures and signpost these to staff.</p> | <p>The SAS Wellbeing support is in place and well known by staff. It has been included in the induction of new staff and existing staff are signposted to it.</p> | | | |

