

Archbishop Cranmer C. of E. Primary Academy

Mental Health and Wellbeing Policy



'Striving for Life in All its Fullness'

John 10:10

Reviewed by: Headteacher	August 2022
Authorised by: Governing Body (if applicable)	Shared: September 2022
Ratified by: Governing Body (if applicable)	
Date for next review (or earlier should legislation require it)	July 2023

‘Striving for life in all its fullness’

John 10¹⁰

Our Christian Vision

Jesus said ‘I have come that they may have life in all its fullness’ John 10:10.

At Archbishop Cranmer C of E Primary Academy we strive for life in all its fullness, for all our children, staff and school community.

Our Mission Statement

- ✦ **For Life in all its Fullness for today...**
 - Archbishop Cranmer is a small, caring Church of England Primary School in Aslockton, Nottinghamshire. We are a family community with Christian Values at the heart, where adults and children genuinely care for one another.
 - We **aspire** to be a high achieving school that provides an outstanding education and **culture of opportunity** for all.
 - We believe that every child is unique and valued by God, with their **profound personal development** being at the heart of all we do.
 - We provide a rich and stimulating curriculum that inspires and challenges all to achieve.
 - We foster warm partnerships with parents, the local community, St Thomas’s church and local charities.

- ✦ **For Life in all its Fullness for the future...**
 - We teach our children to be excellent Christian role models for the future world.
 - We are inclusive, respectful and celebrate global diversity.
 - We provide excellent care, guidance and support to enable our children to keep themselves happy, healthy and safe in their adult lives.
 - We educate children on the importance of their well-being today and in their future.

Our Christian Ethos

Archbishop Cranmer C of E Primary Academy strives to be an inclusive community where children grow, learn and achieve together. Our Take Care Learning Behaviours, held together by our Christian Values, form the essence of our ethos and gives our school its sense of value and drive. We always challenge our school community to consider what our values mean to them.

Our Take Care Hand reminds us that we are always:

- Taking Care (forming meaningful relationships with ourselves and others)
- Aspiring to have a go (being creative and curious)
- Acting with Integrity (always doing the right thing)
- Working hard (aspiring to be the best we can be by embracing high challenge, creative work)
- Being proud of ourselves (growing in confidence, knowing what is possible)



Within our nurturing, supportive and safe environment, mental health and wellbeing is at the heart of everything we do and is recognised as being an integral component to our Take Care Learning Behaviours.

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1. Policy Introduction – Why Mental Health and Wellbeing is Important

Mental Health and Wellbeing at Archbishop Cranmer C of E Primary Academy

At Archbishop Cranmer C of E Primary Academy, we are committed to supporting the mental health and wellbeing of our pupils, staff and community. 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 everyone has mental health, and we have a role to play in supporting this.

At Archbishop Cranmer we:

- Provide a safe and supportive environment with clear expectations for behaviour;
- Help our children to understand and manage their emotions and feelings;
- Help our children to feel comfortable sharing any concerns or worries;
- Help our children to form and maintain relationships;
- Foster self-esteem and self-worth to ensure our children know that they are unique and valued by God and others;
- Encourage children to be confident and 'live life in all its fullness';
- Help our children to develop emotional resilience and aspire to be the best they can be;
- Provide a structured approach to education about relationships, sex, health and keeping safe;
- Ensure spiritual, moral, social and cultural development is interwoven in through all curriculum areas;
- Support parents as partners in their child's learning and development;
- Promote positive mental health for every member of our staff and pupil body.

The Importance of Mental Health and Wellbeing:

Recent research by the Department for Education (2021¹) and The Children's Society (2020²) has shown that 4% of 6-8 year olds and 9% of 9-17 year olds report being unhappy with their lives overall, and that this declines as children and young people get older, with wellbeing in this area decreasing since 2009. The Mental Health Foundation³ has shown that mental health problems affect about 1 in 6 children and young people. Statistics show that 75% of children who experience a mental health problem have not had support at an early age or the opportunity to build and develop their resilience. As a school, we recognise the need to ensure mental health problems are identified early and appropriate support is provided.

This policy describes our school's approach to promoting positive mental health and wellbeing. This policy is intended as guidance for all staff including non-teaching staff and governors. It should be read in conjunction with our other whole school policies and standards. In particular our **SEND Policy, Child Protection (Safeguarding Policy), Equalities Policy, Relationships, Health and Sex Education Policy, Anti-Bullying Standard and Behaviour Policy.**

At Archbishop Cranmer C of E Primary School, we aim to promote positive mental health and wellbeing of every member of our school community and recognise how important mental health and wellbeing is to our lives, as is physical health. We recognise that children's mental health and overall wellbeing can affect their learning and achievement.

A key aspect of our role in school is to ensure that children are able to manage times of change and stress, and that they are supported to reach their potential or 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.

¹ Department for Education, 2021. *State of the Nation 2021: Children and Young People's Wellbeing Research Report*. DfE: London.

² The Children's Society, 2020. *The Good Childhood Report 2020* [online]. The Children's Society: London. Available via: <https://www.childrensociety.org.uk/sites/default/files/2020-11/Good-Childhood-Report-2020.pdf> [Accessed: 30 July 2021].

³ Mental Health Foundation, 2021. *Mental Health Foundation* [online]. Mental Health Foundation: London. Available via: <https://www.mentalhealth.org.uk/a-to-z/c/children-and-young-people> [Accessed: 30 July 2021].

Our aim is to help develop the protective factors which build resilience to mental health problems and to be a school where:

- All children are valued as unique individuals;
- Children have a sense of belonging and feel safe;
- Children feel able to talk openly with trusted adults about their problems or worries without judgement;
- Positive mental health is promoted and valued in all staff and pupils;
- Bullying is not tolerated;
- Parents are supported and can access help;
- Staff are supported in their roles.

2. Policy Aims

- Promote positive mental health and wellbeing of all staff and children;
- Promote an open culture which increases understanding and awareness of common mental health issues;
- Provide support to staff in the workplace;
- Provide support to staff working with children with mental health issues;
- Provide support to children suffering from mental health and their peers and parents.

3. Definition of Wellbeing

The charity Mind describes mental wellbeing as 'your **mental state** - how you are feeling and how well you can cope with day-to-day life'⁴.

Mental health is a state of wellbeing in which every individual releases their own potential, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to their community (World Health Organisation⁵

At Archbishop Cranmer, we want all children to:

- Be effective and successful learners;
- Feel safe in an environment with a sense of shared belonging;
- Make and sustain friendships;
- Deal with and resolve conflict effectively and fairly;
- Solve problems with others for themselves;
- Know how to manage strong feelings such as frustration, anger and anxiety;
- Be able to promote calm, optimistic states that support the achievement of goals;
- Recover from setbacks and persist in the face of the difficulties;
- Work and play co-operatively;
- Compete fairly and win and lose with dignity and respect for other competitors;
- Recognise and stand up for their rights and the rights of others;
- Understand and value the differences and commonalities between people, respecting and celebrating the rights of others to have beliefs and values different from their own.

4. Whole School Approach

We take a whole school approach to effective practice and provision is in place to promote the emotional wellbeing and mental health of both staff and pupils.

⁴ Mind, 2019. *Mind – How to improve your mental wellbeing* [online]. Mind: London. Available via: <https://www.mind.org.uk/information-support/tips-for-everyday-living/wellbeing/#.Xdlcxy10ffy> [Accessed: 22 November 2019].

⁵ World Health Organisation, 2018. *Mental Health: strengthening our response* [online]. WHO: Geneva. Available via: <https://www.who.int/news-room/fact-sheets/detail/mental-health-strengthening-our-response> [Accessed: 30 July 2021].

This is achieved by:

- Creating an ethos, policies and behaviours that support mental health and resilience and which everyone understands;
- Helping children to develop social relationships to support each other and seek help when they, or their peers, need it;
- Helping children to be resilient learners;
- Teaching children social and emotional skills and an awareness of mental health as an aspect of overall health;
- Early identification of children who have or may have signs of mental health needs and planning to support their needs, including working with specialist services;
- Effectively working in partnership with parents and carers;
- Supporting, empowering and training staff to develop their skills and resilience;
- Having a 'Standard for Wellbeing and Nurture Interventions and Conversations' which sets guidelines for staff on how to best support our children (see Appendix 1);
- Developing an open culture that encourages discussion and understanding of mental health awareness.

We promote a mentally healthy environment through:

- Promoting our core Christian Values and encouraging a sense of belonging;
- Promoting pupil and staff voice alongside opportunities to participate in decision making;
- Celebrating academic and personal achievements, not only in our pupils but our staff, parents and governors;
- Providing opportunities to develop a sense of self-worth through our climate of participation and ambition;
- Providing opportunities to reflect and pray;
- Access to appropriate support that meets their needs;
- Creating a whole school community that upholds kindness, values difference and challenges exclusion;
- Seeing everyone as a learner, everyone as a leader.

5. Roles and Responsibilities

We believe that all staff have a responsibility to promote positive mental health, and to understand about protective and risk factors for mental health. Pastoral support for all members of the school community is fundamental to the aims and philosophy of Archbishop Cranmer Primary Academy. We believe that a well-supported, valued staff team with a clear and shared purpose are best placed to provide emotional wellbeing for children in their care.

Our Care Team of Mental Health Ambassadors strive to support the school's work around mental health and wellbeing:

Mrs Melanie Stevens – Headteacher and DSL

Mrs Lauren Rogers – Deputy Headteacher, DSL and Behaviour Lead

Mrs Eleanor Hodgson – SENCo, Deputy DSL, RHSE and Mental Health & Wellbeing Lead

Miss Lorraine Wilkinson – ELSA and Bereavement Lead (KS2)

Mrs Jane Chilton – ELSA and Bereavement Lead (KS1)

Miss Ell Robinson – Sports Subject Lead, Healthy Schools Lead and Pupil Parliament Lead

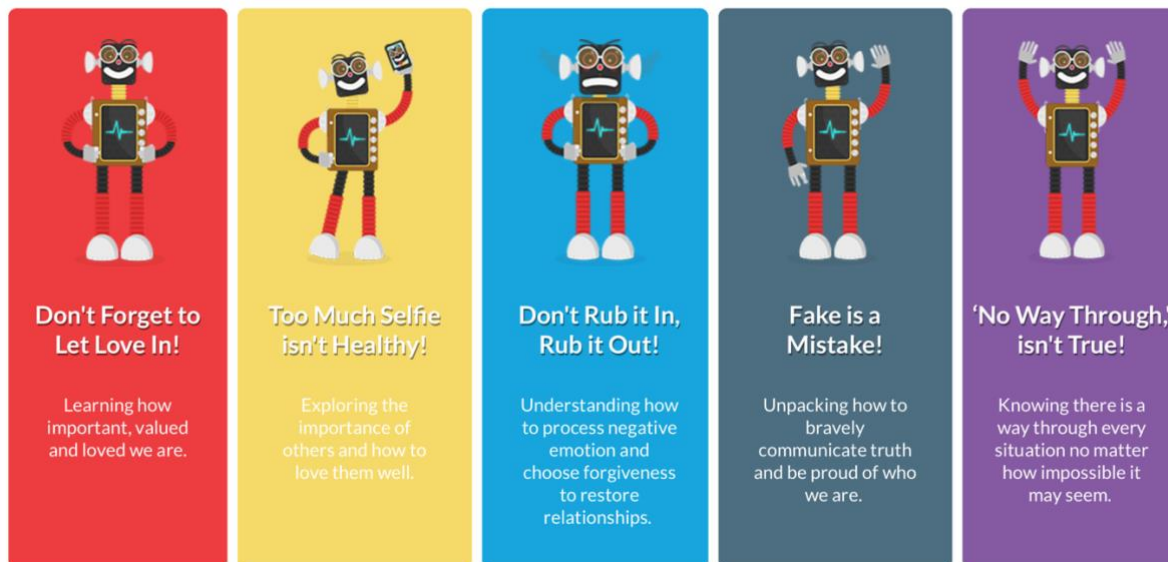
Miss Lorraine Wilkinson is our Link Governor for Mental Health and Wellbeing.

Mrs Eleanor Hodgson leads on Mental Health and Wellbeing and has responsibility to:

- Lead and work with other staff to coordinate whole school activities to promote positive mental health;
- Provide advice and support to staff and organises training and updates;
- Keep staff up-to-date with information about what support is available;
- Ensure that mental health teaching through RHE is being taught effectively;
- Be the first point of contact for mental health services;
- Lead on and make referrals to services.

6. Curriculum and Nurture Provision

Positive wellbeing is promoted through the curriculum and all school activities. Through a carefully planned approach to RHE (Relationships and Health Education, previously known as PSHE), supported by our 'HeartSmart' scheme of work, our pupils are helped to acquire the knowledge and develop the skills and understanding they need to lead confident, healthy, independent lives, and to become resilient, informed and responsible citizens. Specific themes that promote positive emotional health and wellbeing include:



Our teachers also use a range of other resources to support the teaching of positive wellbeing and about mental health. Staff have access to a bank of resources on the shared drive, as well as SEAL resources.

In addition, whole school approaches such as assemblies and acts of collective worship are used to further develop pupils' knowledge of strategies. For example, each class has access to the Calm for Schools⁶ resource, which is used to play relaxing music during lesson and reflection time. Reflection and mindfulness strategies are also a key component within each class' daily timetable where moments of quiet and reflection are used to support lesson transitions. Each classroom also has a designated reflection area, offering space for quiet and calm as required.

Whole school events are held and planned by our Pupil Parliament, led by our Ministers of Pupil Wellbeing, including Anti-Bullying Week and Mental Health Awareness Week. During these events, the focus is on developing resilience and the purpose is to teach our pupils strategies for dealing with anxieties and coping with changes. We take part in awareness days, such as the 'Hello Yellow' campaign for Young Minds.

As an active school, we greatly value the impact of sport on pupil health and wellbeing and ensure that pupils engage in a wide range of daily physical activity, including encouraging our children to run The Daily Mile. Pupils in Key Stage 2 are encouraged to 'Strive for 5', where children aim to take part in at least 5 sporting activities per week.

To support with transition between year groups, transition meetings with parents and carers, pupils and relevant staff are held, where All About Me pupil and staff passports are used to support sharing of needs. Transition days are also timetabled to support with this process and are planned on a case-by-case basis to best support the children's needs.

When pupils require additional support for social, emotional and/or mental health, our trained ELSAs (Miss Wilkinson (KS2) and Mrs Chilton (KS1)) provide nurture sessions that are personalised to individual needs.

We have a designated nurture and intervention space, The Sunshine Room, which contains a wealth of resources including books, games and equipment to support wellbeing. We regularly review our resources to ensure that

⁶ <https://www.calm.com>

equipment is up-to-date. The Sunshine Room also has bean bags, fairy lights and a CD player to allow staff to adapt the space for specific intervention support.

Our Forest School outdoor area also offers opportunity for class, group or individual sessions to be held in the great outdoors, where each class has a timetabled slot within the week to make use of our designated space. At Archbishop Cranmer we recognise the positive impact of outdoor learning and the benefits this can have on wellbeing. Outdoor opportunities form part of teachers' medium term planning.

Where there is a need for more specialised, targeted approaches that support vulnerable children, the SENCo will make a referral to an outside organisation such as the Mental Health Support Team, School Nurse, CAMHs or Early Help.

7. Identifying Needs and Warning Signs

As a school, we want to ensure that we have clear systems and processes in place for early intervention and identification of mental health problems, and that a referral to experienced and skilled professionals is made. All staff know pupils well and are tuned into signs that children are upset, appear anxious or worried, or are acting 'out of character'. Negative experiences and upsetting life events can affect mental health in a way that brings about changes in a child's behaviour or emotional state. This can include:

- Being fearful, withdrawn or display low self-esteem;
- Being aggressive, oppositional, or body rocking;
- Interpersonal behaviours (indiscriminate contact or affection seeking; overfriendliness or excessive clinginess; demonstrating excessively 'good' behaviour to prevent disapproval; failing to seek or accept appropriate comfort or affection from an appropriate person when significantly distressed; coercive controlling behaviour; or lack of ability to understand and recognise emotions).

These warning signs will always be taken seriously and staff will discuss their concerns with the Designated Safeguarding Lead/s or SENCo. Staff follow our Standard for Wellbeing and Nurture Interventions and Conversations (Appendix 1) to guide conversations and steps when faced with a disclosure. Staff also follow our schools safeguarding policy and procedures. During weekly staff meetings safeguarding and pupil wellbeing is first on the agenda to ensure all staff are aware of vulnerable pupils.

Take Care Event Sheets and Pupil Support Logs on our Scholar Pack register system are used to track pupil behaviours and actions in light of changes in children's behaviour or emotional state. This enables us to create a picture to better support the pupil's needs and tailor actions as required.

As a school, we audit pupil and staff wellbeing three times a year. For our staff, information is collated through an anonymous survey which is used to review policies and practices. We use Wellbeing Surveys to collect responses from our Key Stage 2 pupils around the 14 areas of wellbeing. Our Key Stage 1 and Foundation pupils (from the age of 5) complete a Resilience Survey which allows us to evaluate pupil overall, personal and caregiver resilience. The data collected from these termly surveys is used to create a Potential Lines of Enquiry document which is used by staff to action, monitor and evaluate interventions for our vulnerable children presenting with low wellbeing scores.

Early intervention to identify issues and provide effective support is crucial. The school's role in supporting and promoting positive mental health and wellbeing can be summarised as:

- Prevention: Creating a safe and calm environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping children to be resilient so that they can manage the normal stress of life effectively. This will include teaching pupils about mental wellbeing through the curriculum and reinforcing this through our ethos and other school activities.
- Identification: Recognising emerging issues as early and accurately as possible.
- Early support: Helping children to access evidence based early support and interventions.
- Access to specialist support: Working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

Where pupils receive intervention support, provision is logged using our Scholar Pack register system and evaluated as part of individual or class provision mapping, dependant on the needs of the child. For further information, please see our SEND Policy or speak with Mrs Hodgson.

8. Staff Wellbeing

To ensure staff wellbeing, these principles are followed:

- We believe in 'Everyone a learner, everyone a leader';
- Senior Leadership Team ensure that the school environment promotes staff wellbeing;
- Decision making processes are shared, understood and supported by staff;
- Opportunities are provided for staff to socialise and relax with each other;
- New staff are supported with an appropriate level of induction;
- All staff members are provided with a thorough staff handbook with key information about the practices and procedures of the school;
- Leaders promote an open listening culture that responds quickly to problems;
- Access to confidential counselling and support services such as the Educational Support Service and Schools Advisory Service.

As part of our commitment to staff wellbeing, we have signed up to be part of the Department for Education's Education Staff Wellbeing Charter⁷, shown in Appendix 2. Through this declaration, we aim to protect, promote and enhance staff wellbeing and highlight the ways in which we offer a supportive working culture in which mental health matters.

Our link governor for mental health and wellbeing, Miss Lorraine Wilkinson, creates a connection between the governing board and our school and she supports school in embedding our mental health and wellbeing provision across school. This, in turn, supports the mental health and wellbeing of our school leaders by:

- Working in partnership with the school to develop provision;
- Engaging in research and training to approach provision following best practice recommendations;
- Guiding the leadership team and mental health lead as a point of contact;
- Ensuring that mental health and wellbeing is discussed in governors meetings and is included as part of the agenda;
- Acting as a mental health champion for the school and wider community;
- Building links between the school and professional and/or personal networks who can offer guidance or support in developing provision alongside other members of the governing body;
- Supporting with school policies;
- Monitoring provision and discussing mental health and wellbeing provision with staff, parents, carers and pupils.

9. Working in Partnership with Parents and Carers

At Archbishop Cranmer CE Primary School, we understand and value the need to work closely with parents and carers to ensure the school's health initiatives meet the needs of our pupils. We value the important contribution made by parents and appreciate the need to proactively engage parents and families in the health and wellbeing of the children. We seek to establish and maintain strong partnerships with families, outside agencies and the wider community to promote consistent support for children's health and wellbeing.

To support parents we:

- Highlight sources of information and support about mental health and wellbeing on our school website;
- Issue a half-termly mental health and wellbeing newsletter to pinpoint parents and carers to resources, activities, advice and top-tips for wellbeing for both their children and themselves;

⁷ Department for Education, 2021. *Education Staff Wellbeing Charter* [online]. London: DfE. Available via: <https://www.gov.uk/guidance/education-staff-wellbeing-charter> [Accessed: 29 July 2021].

- Ensure that all parents are aware of who to talk to, and how to go about this, if they have concerns about their child;
- Make our Mental Health and Wellbeing Policy easily accessible to parents;
- Share ideas about how parents can support positive mental health in their children;
- Keep parents informed about the mental health topics their children are learning about in RHE and share ideas for extending and engaging in this learning at home.

10. Working with Other Agencies and Partners

As part of our targeted provision the school will work with other agencies to support children's emotional health and wellbeing including:

- The Mental Health Support Team
- The School Nurse
- Health Families Team
- Family SENCo
- Educational Psychology Services
- Behaviour Support Service – SEMH Team
- CAMHs
- Early Help

11. Training and CPD

We are committed to high quality, ongoing professional development on emotional wellbeing and mental health. All staff have access to a wealth of resources and training in regard to recognising and responding to mental health issues. Staff are committed to widening their professional understanding in this area and engage in regular training opportunities, such as distance learning courses and ELSA training. Specific issues will be covered through specialist training where appropriate due to developing situations with a child/ children.

Appendix 1 - Standard for Wellbeing and Nurture Interventions and Conversations

October 2019

Archbishop Cranmer CE Primary Academy Standard for Wellbeing and Nurture Interventions and Conversations



Mental health spectrum



Children's mental health is best understood as a spectrum. It is shaped by a complex relationship between genetic make-up, external risks jeopardising their social and emotional development, and protective factors that shield them from these risks.

For more information, and links to resources and guidance to support children with mental health, please visit <https://www.mentallyhealthyschools.org.uk/risks-and-protective-factors/?searchTerm=school%20exclusion>. To further improve your CPD regarding supporting pupil mental health, access the free e-learning resources here: <https://www.minded.org.uk>

Potential conversation starters:

- You don't seem your usual self today. Would you like to talk about anything?*
- You look sad/worried today. Do you want to have a chat about it/ is there anything I can do to help?*
- You said something interesting in circle time about how you felt when... How do you feel about it now?*

Points to remember:

- Find an appropriate time and relaxed place to have the conversation. Teaching Partners should consult with the child's class teacher before instigating 1:1 interactions as the class teacher may have already spoken with the child.
- If a child discloses in class, offer empathy invite them to talk in a safer, more private setting and **talk to Mel Stevens or Eleanor Hodgson, our designated safeguarding leads**, for advice about how the situation should be managed and shared with other staff members and parents/carers.
- If you invite a young person to tell you their personal issues **be clear** what you will do with this information. Consider how you will respond if asked 'not to tell anyone'.
- Keep an **in depth record** of your conversation with the child, no matter how small, and share this with the child's class teacher, and where appropriate **Mel Stevens or Eleanor Hodgson**. This can be recorded on a Take Care Event Sheet, scrap paper or nurture log*. Ensure that notes kept are factual (statements and observations) and write them up in detail as soon as possible. Record the date, time, place, words used by the child and how the child appeared to you – be specific. Record the actual words used; including any swear words or slang.
- Sit on a low chair if you can – so there is less height difference and you will be more approachable.
- Check with the child if there are other trusted adults (parents, the wider family, teachers) or friends they have talked to or could talk to.
- Listen carefully, be patient and friendly and give your full attention.
- Check your body language so that the child knows you are focusing on them.
- Take what they're saying seriously. Don't over-react but don't try to minimise or dismiss what they are saying. Ask open questions to encourage them to talk.
- Be calm and acknowledge their feelings.
- For young children drawing, modelling or playing with toys while the conversation is progressing can be helpful.
- Offer empathy and understanding rather than solutions. When a child receives empathy they begin to develop trust.
- We are all different and children will respond in their own unique way to their experiences.
- Children with SEND (special educational needs & disability) may struggle even more to articulate their feelings and thoughts and may need extra support.

** Nurture logs have no set format, and may be kept by the class teacher and teaching partner to monitor pupil behaviours and/or interventions where appropriate.*

Note: When protecting and supporting children, there are always limits to confidentiality. Talk to **talk to Mel Stevens or Eleanor Hodgson, our designated safeguarding leads** if you are at all concerned and follow our school's safeguarding policy and procedures. Make sure the child knows you may seek advice or guidance from other professionals. Ensure that information shared is **not** repeated outside of school, including the child's parents, under any circumstance unless agreed with the class teacher or DSL.



Archbishop Cranmer C of E Academy

'Striving for life in all its fullness' John 10:10

Staff Wellbeing Charter

At Archbishop Cranmer we are committed to supporting the mental health and wellbeing of our pupils, staff and school community. 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 everyone has mental health, and we have a role to play in supporting this. We also recognise that good staff wellbeing is essential for cultivating a mentally healthy school, for retaining and motivating staff and promoting pupils wellbeing and attainment.

As part of our commitment to supporting the mental health and wellbeing of our school's staff, we have signed up to the Department for Education's staff wellbeing charter. Through this declaration, we aim to protect, promote and enhance staff wellbeing and highlight the ways in which we offer a supportive working culture in which mental health matters. In creating this charter, we recognise that the responsibility for wellbeing and mental health must be shared across the entire education system, and we pledge to uphold our duty as a school community of employers, governors, senior leaders and individuals.

For the purpose of this charter, wellbeing is described as a state of total health that is not merely the absence of disease or illness (World Health Organisation). We recognise that wellbeing of individuals is affected by many interrelated factors, meaning that levels of wellbeing are rarely due to just one factor, and that the issue should be looked at holistically, taking into consideration health (both physical and mental), security, environment (organisational, policy), relationships and purpose (What Works Wellbeing, 2018).

We are committed to:

Commitment	How We Achieve This
<p>1. To prioritise staff mental health (including tackling mental health stigma within our organisation, to promote an open and understanding culture);</p>	<ul style="list-style-type: none"> → Half-termly staff mental health and wellbeing newsletter issued to all staff outlining activities, resources and support networks. → Mental health discussions embedded across the curriculum, where staff are encouraged to live out the same values as are taught to the children in their care. Resources are available to staff to support these conversations, alongside our HeartSmart scheme for RHE and other RHE resources. → Wellbeing 'butterfly moments' are shared at the beginning of weekly staff meetings. → Wellbeing questionnaires distributed to staff to improve practice. → Headspace for Educators resource shared, alongside Education Support Service resources and advice line. → Staffroom space is open to all staff members to take time out. Teas, coffees, biscuits and snacks provided with no additional cost to staff.
<p>2. Give staff the support they need to take responsibility for their own and other people's wellbeing;</p>	<ul style="list-style-type: none"> → Senior leaders are easy to contact, flexible and offer understanding. → Our whole staff team works collegiately with one another to offer support. → Staff are encouraged to have a wellbeing 'buddy' to check in with and support one another. → School subscription to Schools Advisory Service (SAS) with access to support and advice. Posters in staffroom to share and information forwarded regularly.
<p>3. Give managers access to the tools and resources they need</p>	<ul style="list-style-type: none"> → Mental health training has been accessed and continues to be prioritised for staff leading in this area.

to support the wellbeing of those they line manage;	<ul style="list-style-type: none"> → All staff have access to the Schools Advisory Service (SAS) resources and helpline and are pinpointed to the Education Support Service website and helpline at least monthly as part of our safeguarding newsletter. → Effective lines of communication and working relationships established to allow for time to talk and debrief as appropriate.
4. Establish a clear communications policy;	<ul style="list-style-type: none"> → Our culture and ethos at Archbishop Cranmer encourages open communication. → Communications standard produced for academic year 2021/22. → Staff encouraged to keep emails off their mobile phones and respond flexibly. Staff encouraged to work flexibly, as appropriate to their work-life-balance. → Whiteboard in staffroom encouraged to be used for notices, reminders and queries to reduce email correspondence. → OneDrive accessible to all staff with wealth of resources. Key documents are printed and available to view in the staffroom.
5. Give staff a voice in decision-making;	<ul style="list-style-type: none"> → At Archbishop Cranmer, we believe 'Everyone is a Learner, Everyone is a Leader'. → Staff have leadership roles across school across the curriculum and in their areas, focusing on their expertise and experience. → All staff are invited to staff meetings and are sent copies of the meeting minutes. Feedback is openly invited and senior leaders are easy to contact and share decision making.
6. Drive down unnecessary workload;	<ul style="list-style-type: none"> → Calendar of dates on ScholarPack and written in the diary kept in the office to share key dates and deadlines. → Teachers are not asked to share planning with SLT and this is limited to front cover sheets for topic (3 per year) and writing (1 per unit). → Whiteboard in staffroom encouraged to be used for reminders and queries to reduce email correspondence. → Schemes of work and teaching aids purchased across the curriculum to aid planning and delivery. → Workload and wellbeing health check (Teacher Toolkit) completed to evaluate workload for 2021/22 school year. → Maximising meeting time. Reduced from previous years where teachers attend one staff meeting per week (3:45pm – 5:00pm)
7. Champion flexible working and diversity;	<ul style="list-style-type: none"> → Flexible working is encouraged and staff are trusted by leaders. → PPA can be taken off-site if requested. → Job shares work successfully in 3 classes. → Staff teams for subject leadership roles are in place to allow for collaborative working and shared workload. → SLT email signatures remind staff that there is no requirement to reply/respond outside of working hours. → Zoom/ Teams software used for staff meetings where applicable to allow for working from home or to make meetings more accessible.
8. Create a good behaviour culture;	<ul style="list-style-type: none"> → Clear and consistent approach to behaviour across school, supported by our MAT policy. → Take Care Learning Behaviours and school values are encouraged by all members of the school community. → Staff are supported with behaviour management CPD as required (recent training from CEO). → SLT model good working practices and self-care to encourage work/life balance.
9. Support staff to progress in their careers;	<ul style="list-style-type: none"> → CPD is prioritised for all staff and encouraged. → Staff are supported to take on new challenges, such as midday supervisors becoming office administrators and training to become teaching partners; teaching partner as deputy sports lead.

	<ul style="list-style-type: none"> → Early career teachers (within first 5 years of teaching) offered opportunities within leadership.
<p>10. Include a sub-strategy for protecting leader wellbeing and mental health;</p>	<ul style="list-style-type: none"> → SLT lead by example. → Governor lead for Mental Health and Wellbeing has accessed training. → Included in 2021 update of Mental Health and Wellbeing Policy through governor link support role.
<p>11. Hold ourselves accountable, including by measuring staff wellbeing.</p>	<ul style="list-style-type: none"> → Staff wellbeing is measured at least once per year to action next steps for improvement. → All members of staff offered annual appraisal, taking into account wellbeing.

For more information about how the Department for Education and Ofsted are supporting The Education Staff Wellbeing Charter, you can find out more here: <https://www.gov.uk/guidance/education-staff-wellbeing-charter>