

**Stockingford
Nursery School**

MENTAL & EMOTIONAL HEALTH & WELLBEING POLICY

Passed and adopted by Governing Body:

Signed*Sharon Keenan*.....

Dated.....*21.10.22*.....

Review Sept 2024

Mental and Emotional Health, Wellbeing and Relationships

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Disclaimer

The websites listed in this resource are reliable and up to date to the best of our knowledge. They are provided to give you ideas. Always check with a specialist if you have any concerns about the content of a website.



Stockingford Early Years Centre & Library Mental Health and Wellbeing Policy

The need for a mental health and wellbeing policy

Mental health problems and stress can affect anyone, regardless of their job, at any time. That is why promoting and protecting good mental health and wellbeing is so important - not only for a person's physical health, over all wellbeing and productivity, but also for the range of benefits it can bring to the wider organisation.

Everyone can contribute to improved mental wellbeing at work, in turn helping to develop a positive working environment for all employees.

This document outlines Stockingford Maintained Nursery School's mental health and wellbeing policy.

Aims of the policy

- Promote the mental wellbeing of all staff and Centre users by providing information, advice and opportunities for employees to look after their mental wellbeing.
- Develop the skills of MHFA's to promote mental wellbeing among employees and effectively deal with issues around mental health and stress.
- Provide support to employees by offering help and advice to staff who experience a mental health problem and supporting staff returning to work after a period of absence.

Our objectives

1. Develop a supportive culture, develop knowledge and skills to promote mental wellbeing and tackle factors which may have a negative impact on mental health.
2. Provide support for staff and users of the Centre.
3. Acknowledge that workplace stress is a health and safety issue.

Objective 1**Develop a supportive culture, develop knowledge and skills to promote mental wellbeing and tackle factors which may have a negative impact on mental health****How we will do this**

- Raise staff awareness about mental wellbeing and provide information and advice about protecting and improving mental wellbeing
- Provide opportunities, including activities based around the '5 Ways to Wellbeing', for staff to maintain and promote their mental wellbeing
- Give non-judgmental and proactive support to Centre staff and users.

Objective 2**Provide support for employees and Centre users****How we will do this**

- Ensure that individuals with a health problem, including mental health problems, are treated fairly and are not made to feel guilty about their problems
- Encourage staff who are experiencing problems to seek appropriate support
- Treat all matters relating to individual employees and their mental health in the strictest confidence

Objective 3**Recognise that workplace stress is a health and safety issue****How we will do this**

- Put in place appropriate measures that will reduce or eliminate the causes of work related stress
- For those that are managing or supervising staff, provide training on communication, health and safety, mental health and wellbeing at work and people management
- Ensure that managers, team leaders and supervisors are given the resources they need to implement the organisation's agreed workplace mental health and wellbeing policy

Communication

All staff will be made aware of the mental health and wellbeing policy.

Review

This policy will be reviewed after 12 months and then annually, or sooner if there have been organisational or legislation changes, to ensure that it remains relevant.

Date:

Signature:

Review date:

The emotional health and wellbeing of infants and children

What do you need to know?

Before they are born babies and young children need social contact and a consistent, loving and safe environment which promotes:

- Secure early attachment with parents and primary care givers
- Resilience e.g. confidence, self-esteem, learning how to solve problems, understanding and managing emotions
- A readiness for learning e.g. speech, language, communication, thinking and social skills

Children who have a good start in life are more likely to feel good about themselves, become independent, develop secure relationships, reach their full potential and be able to cope in a positive way with the challenges of growing up.

What can you do to support the emotional health and wellbeing of infants and children?

Secure early attachment

- For infants and toddlers, provide consistent care from one or two key workers / Give babies and young children lots of appropriate touch
- Encourage infants to bring a favourite toy or object with them when they first come to you for care
- Develop routines and structure to a child's day to create security and a sense of predictability.

Resilience

- Encourage positive behaviour by telling children exactly what you are pleased about e.g. being helpful, tidying up, caring, trying a new food, sharing a toy
- Encourage and praise children for their efforts when they try something new
- Value each child as a special individual and value their contributions of what they do or give. This will help to develop self-esteem and confidence
- Help children to think about how they can solve problems or do things differently. Focus on positive aspects of behaviour management
- Use activities such as circle time to help young children understand, think and talk about feelings and behaviour
- In difficult or distressing situations listen to children and reassure them. This leads to new understanding and develops skills to cope in future.

Readiness for learning

- Take time to talk, listen and respond to babies and very young children
- Encourage the use of buggies / pushchairs that face you - this will promote eye contact and conversation with babies and very young children
- Give children opportunities to be creative and to express themselves as an individual. Talk with them about what they have done
- Provide individual and group activities such as games and stories which encourage children to participate, concentrate and pay attention
- Ensure that children have plenty of physical activity and that they are offered good, nutritious snacks and meals. Both are important for overall wellbeing.

Staff training & Parent

Invest in training on topics such as attachment, behaviour management, or parenting programmes e.g. Solihull Approach – and Antenatal, Malachi.

Understanding mental health and wellbeing

What do you need to know about mental health and wellbeing for staff, parents and carers?

Mental wellbeing is about feeling good and functioning well

That is:

- How we think
- How we feel
- What we do
-

Mental wellbeing helps us to:

- Cope with the ups and downs of day to day life
- Find ways of solving problems when things go wrong, and to
- Continue to flourish and reach our full potential

New parents are given lots of information about how to meet the physical and emotional needs of their baby. They are given much less information about understanding and looking after their own mental wellbeing.

Parents and carers (including staff) who function well, who are positive about life and who are well supported will be more able to:

- Understand and respond to a child's physical and emotional needs
- Cope better with the ups and downs of day to day life, especially the additional stresses that come with being a parent

Parents' wellbeing affects their children in different ways, for example:

- Forming secure attachments and the quality of future relationships
- Their social and emotional development and readiness for learning.

Staff and parents will benefit from understanding and knowing how to protect and maintain mental wellbeing. This is important in its own right and for helping them give children the best start in life.

What is the difference between mental wellbeing and mental health?

Mental wellbeing is sometimes referred to as 'mental health'. They both mean the same thing and are much more than whether or not someone has a mental illness. **Emotional wellbeing** is a term frequently used in relation to children. Children are dependent upon their parents and carers for the development of emotional health and wellbeing.

Emotional wellbeing is an essential part of mental wellbeing.

What about mental illness?

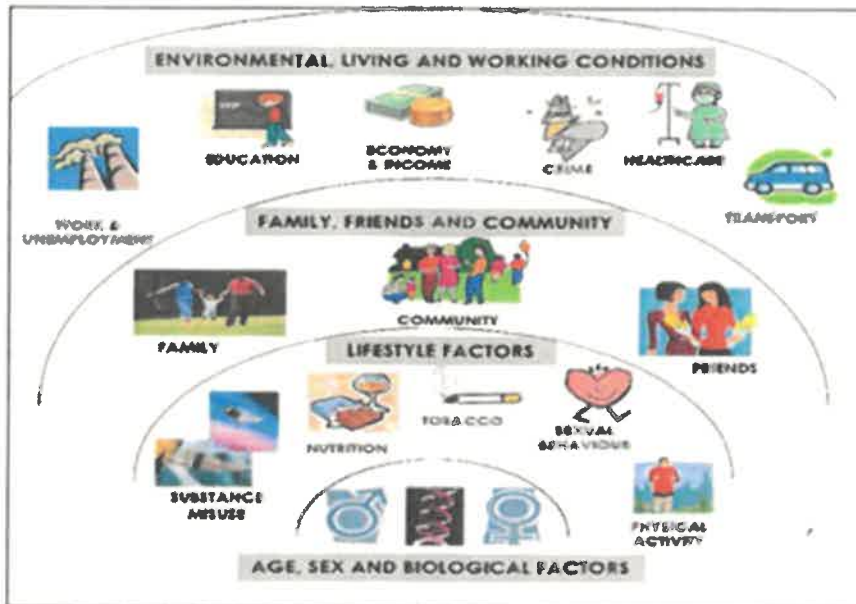
Some people use the term *mental health* when really they are talking about *mental illness*. They may be uncomfortable with using the words *mental illness*.

Mental health problems or illness of any kind can happen to anyone of any age. People should be encouraged and supported to talk about it and to seek help as early as possible.

What affects our mental wellbeing?

It is affected by factors in our lives such as

- the kind of place where we live, work and socialise
- the chances we have in life to succeed at school or work



The factors that affect our general health and our mental wellbeing

We also need:

- to feel that we have a sense of control over our lives
- strong, supportive relationships with friends and family and
- to feel that we belong and can participate in what's going on around us.

This may be at home, at work, or in the community.

What can you, your staff and parents do to protect and strengthen mental wellbeing?

Promoting mental wellbeing in all environments will support good relationships with parents and show staff that you value them and the job they do. It will also bring benefits to how you feel and what you do outside work.

Things you can do don't need to be costly or take a lot of time

- Some staff or parents might feel uncomfortable about the term mental wellbeing. Instead, talk about wellbeing, or 'feeling good and functioning well'
- Invest in training about mental wellbeing (ask your MHFA's)
- Include mental wellbeing as a regular item at your team meetings, in newsletters for parents, or on your notice board
- Provide opportunities for staff to: **connect, take notice, keep learning, give and keep active (The 5 Ways to Wellbeing - Resource)**
- Arrange social get-togethers from time to time for staff
- Encourage staff and parents to make a pledge to start or do even more of the '5 Ways to Wellbeing' every day. Being active is especially beneficial

Resource B

The 5 ways to wellbeing



Using the 5 ways to wellbeing in pre-school settings

What are the 5 ways to wellbeing?

- **Connect**
- **Be Active**
- **Take Notice**
- **Keep Learning**
- **Give**

They are the wellbeing equivalent of '5 Fruit and Vegetables a Day' which offer simple, practical steps that we can all take to maintain and improve wellbeing.

Why use 5 ways to wellbeing?

- Research has shown that doing more of the 5 Ways in our daily lives helps to improve our wellbeing
- The messages are a simple and non-threatening way of talking to people about mental wellbeing
- They help us to think about what is important for our own wellbeing. We need to find things to that work for us
- Over time we will develop strengths and resources that help us to become more resilient and able to deal with challenges as and when they arise
- Using the 5 Ways to Wellbeing messages in your workplace will be a positive and effective way of supporting staff and parents to improve their wellbeing.

What can you do?



Find ways of connecting with the people around you. Not just family and friends but colleagues and neighbours; at home, work or in your local community. Meet up. Join in. Listen. Catch up with a friend you haven't seen for a while.



Go for a walk or run. Find something to do outside. Cycle... play a game... dance... do some gardening. Being active has been shown to make people feel good. Most importantly, choose something to do that you enjoy and one that suits your level of mobility and fitness.



Notice and talk about something unusual or different - perhaps a friend's new hair style or outfit. Be aware of what you are feeling as well as what you are thinking. Remind yourself about the people and things that are important to you. Look outwards instead of inwards.



Try something new. Rediscover an old interest. Sign up for a course. Take on a different responsibility at work. Learn how to repair something. Learn to play an instrument or how to cook your favourite food. Set a challenge you will enjoy achieving.



Do a favour for a friend. Thank someone. Offer a smile. Volunteer your time. Join a community group.

Resource B

TOPIC	FOR YOU AND YOUR STAFF		FOR PARENTS		FOR CHILDREN	
	Activity	Evidence	Activity	Evidence	Activity	Evidence
Promoting Mental Health and Well Being	<p>Training is made available to staff on Mental-Wellbeing through mindfulness activities and annual staff training days.</p> <p>Relevant documentation is cascaded to staff via email and paper copies.</p> <p>Promote the 5 ways to Wellbeing for staff:</p> <ul style="list-style-type: none"> • Mental Health packs available • Building on staffs professional development and team building activities. • MHFA's have an open door policy <p>Protective Behaviours trained staff x1 – Staff CPD training</p>	<p>Record of dates, training and who attended.</p> <p>Training packs devised to evidence what is cascaded to staff.</p> <p>Email trail of information sent to the staff team.</p> <p>Meeting notes recorded on a secure system</p> <p>Photos of staff group activities</p> <p>Posters around centre to inform staff of who is a qualified MHFA</p>	<p>Monthly Newsletters distributed with a section on Mental Well-being providing useful websites and upcoming events these are also available on the centres website.</p> <p>Wellbeing corner promotes and focusses learning on around the 5 ways to well-being offering recommendations of rediscovering old hobbies setting challenges to enhance self confidence</p> <p>Parenting project Counselling service available onsite – Referrals are made through Family Support or the School Senior Leadership Team</p> <p>Peri-Natal Mental Health is facilitated in the centre</p> <p>Family Support service is signposted</p>	<p>Copies of newsletters are kept along with a recording system of additional support provided through the Family Support Service</p> <p>Signposting to leaflets displayed on MHWB display board</p> <p>Signposting log</p>	<p>Protective Behaviours – 4 planned sessions taught to all children</p> <p>Protective behaviours – 1:1 direct work</p> <p>Group time sessions focusing a range of emotions and feelings.</p> <p>Emotional wellbeing intervention groups.</p> <p>Intervention area and cosy nooks which are resourced for children to de-escalate when behaviour is heightened or children are feeling vulnerable and over stimulated.</p>	<p>Planned curriculum. Staff report and record any concerns or disclosures.</p> <p>Direct work is recorded in case files</p> <p>Planned activities that children can revisit in continuous provision or further group time activities. Resources are available in the environment to promote discussion around emotional wellbeing such as books, posters, emotion fans.</p> <p>Emotional wellbeing file in Big Nursery with a record of activities and children's engagement. Leuven data recorded for each session on individual children. Photographs of children engaged in sensory activities. Children's SEND targets. ITMP documentation.</p>

<p>Attachment</p>	<p>Training resources are disseminated when staff access Attachment training</p> <p>Family Support and Volunteers Primary Mental Health Service training</p>	<p>Approaches are modelled and team meetings reinforce specific approaches with children who display signs of a distressed attachment – Children’s individual plans are shared with staff members</p>	<p>MALACHI Inspiring Futures Programme -signposted</p> <p>Baby Massage -signposted</p> <p>Solihull Approach workshops -signposted</p>	<p>Evaluation forms and reports that can be sent to professionals.</p>	<p>Activities for children to spend high quality interactions with parents at home.</p> <p>Staff discuss children’s achievements and experiences with parents to create strong links between staff, children and parents.</p> <p>Parent invitation events such as Bedtime story night, library and forest school visits, Halloween and Christmas Craft sessions, growing day and Maths night. These sessions give parents the opportunity to spend quality interaction time and forge strong links for the child between Nursery and home.</p>	<p>Wellbeing corner in monthly newsletters.</p> <p>Daily discussion between staff and parents where required.</p> <p>Parent consultations ITMP documentation. Learning journals.</p> <p>Parent feedback notes. Parents as partners log in shared drive. Photographs.</p>
<p>Behaviour Management</p>	<p>Team Teach Training</p> <p>IDS training</p>	<p>Access to individual PIP plans for children</p> <p>Incident record system if a member of staff is injured as a result of behaviour management which is reported to the LA</p>	<p>Behaviour policy</p> <p>Solihull approach behaviour workshop</p> <p>Nursery school behaviour leaflet</p>	<p>Review meetings of implemented strategies</p>	<p>Nursery expectations focusing on intrinsic motivation for children to support positive behaviours.</p>	<p>Expectations are displayed in Nursery and staff support the key messages of positive behaviours with signing and symbols</p>

	IDS meetings and referrals	Parent consultations			
<p>General Topics e.g. sleep, play and language</p>	<p>Solihull Approach training Chatter Matters training Language enrichment training</p>	<p>Assessment records of the screening completed Solihull Approach workshops 1:1 Triple P discussion points Parent consultations Chatter Matters Language enrichment course. Speech and Language drop in service. Makaton signs given to parents</p>	<p>Evaluation forms Family Support case files Learning Journals and progress report Data and attendance collected News Letter and centre programme N/A</p>	<p>Stories. Children have access to literature that refers to children's experiences and allows staff and parents to take opportunities to share discussions</p>	<p>Books, rhymes, story boards are readily available in Nursery. Signs and symbols are embedded in the Nursery environment to aid communication for all.</p>
<p>Workplace health and well being</p>	<p>Group supervision, Individual Supervision, drop in supervision and clinical supervision to allow staff to voice concerns and achievements and be listened to. Signpost to HR</p>	<p>N/A</p>	<p>N/A</p>	<p>Feeling Good week allows staff and children to follow their own interests and allows everyone to feel valued and recognised in positive terms</p>	<p>Planned activities that take place annually. Photographs, ITMP</p>

Resource C

Ideas and links to other contacts and resources

Contact your local **Family Information Service**, **Family Support Workers** or your **Health Visitor** to see if they have any ideas or useful resources that can be used to promote parental and child mental and emotional wellbeing.

<https://www.warwickshire.gov.uk/children-families>

The National Literacy Trust recognises the importance of language, speech and communication in a child's development and the benefits in helping to develop a strong, secure relationship between parent and child. [http://www.literacytrust.org.uk/talk to your baby](http://www.literacytrust.org.uk/talk-to-your-baby)

The website has many free, downloadable resources that might be useful for you adapt or to share directly with parents, for example:

- Which way should a buggy or pushchair face?
- Communicating Dads
- Baby's first word
- Playing and talking

Words for Life are pages for parents with ideas for playing and communicating with babies and children from birth to 11 years old.

<http://www.wordsforlife.org.uk/babv>

Early Reading Connects is a toolkit for organisations working with the under fives to help with language and literacy development. It promotes an holistic approach with a focus on

- the unique child
- positive relationships
- an enabling environment
- learning and development

It also includes information and ideas to pass on to parents.

The Communication Trust provides lots of information and ideas for parents and early years settings on communicating with babies and young children.

[http://www.thecommunicationtrust.org.uk/media/2478/universally speaking -early years web version.pdf](http://www.thecommunicationtrust.org.uk/media/2478/universally-speaking-early-years-web-version.pdf)

Young Minds is a charity that specialises in the mental health and wellbeing issues of children and young people.

The leaflet *Tuning in to our babies'* was produced in 2003 but the information is still up to date. It explains how feelings and emotions affect the way we think and behave and how parents can respond positively to the emotional needs and signals of children. The leaflet can be downloaded free of charge.

[http://www.dawsonmarketing.co.uk/voungminds/shop/prod view.asp?stockid=G01](http://www.dawsonmarketing.co.uk/voungminds/shop/prod_view.asp?stockid=G01)

Other websites on parenting and the early years :

Family and Parenting Institute

http://www.familvandparenting.org/All-Our-Publications/For-Families/learning_and_play

Net Mums This includes just about everything a parent or carer might want to chat about, to do with pregnancy and parenthood.

<http://www.netmums.com/>

BBC parenting website This has a great section on attachment theory, emotional health and wellbeing, and all aspects of infant and child development.

http://www.bbc.co.uk/health/physical_health/child_development/baby_wellbeinQ.shtml

NHS Choices Information about all aspects of health and healthcare, including a section on pregnancy and being a parent <http://www.nhs.uk/Conditions/pregnancy-and-baby/Pages/being-a-parent.aspx>

National Childbirth Trust This a well respected UK charity that offers information and support on all aspects of pregnancy and parenting, for parents and professionals <http://www.nct.org.uk/>

Times Education Supplement (TES) Free online resources <http://www.tes.co.uk/early-years-teaching-resources>

Infant mental health promotion website (California) - Useful resources for professionals and parents <http://www.imhpromotion.ca/ParentResources/CPTParentingMoments.aspx>

Information on training and resources to use circle time in early years settings

<http://www.circle-time.co.uk/>

5 Ways to Wellbeing information

Contact your local Public Health Team about mental wellbeing and the 5 Ways to Wellbeing.

Website: <https://www.gov.uk/government/publications/five-ways-to-mental-wellbeing>

Mental Wellbeing at Work

The British Heart Foundation website has useful pages about wellbeing at work on

- the importance of wellbeing at work
- mental health and wellbeing at work
- resources and activities on health and wellbeing at work
- a template policy which includes a section on mental wellbeing

<http://www.bhf.org.uk/HealthAtWork/wellbeing-at-work.aspx>

Chartered Society of Physiotherapy

On this website you can find information and leaflets to download or buy on a range of health related topics relevant both to staff and children. <http://www.csp.org.uk/your-health/healthy-living/public-information-leaflets>

Managing Stress in the Workplace

The Health and Safety Executive website provides a range of information about stress at work. A set of management standards for work related stress can be found at <http://www.hse.gov.uk/stress/standards/>

Supporting people with mental health problems

'Mindful Employer' is a website that offers a range of resources and training on /employing and supporting people at work with mental health problems. <http://www.mindfulemployer.net/>

Discussing concerns about mental health

The C.A.L.L. helpline (Community Advice and Listening Line) offers emotional support and information about mental health issues. Anyone concerned about /their own mental health or that of a relative of friend can access the service. The helpline offers a confidential listening and support service.

Telephone 0800 132 737 C.A.L.L. <http://callhelpline.org.uk/>



Staff Wellbeing Toolkit for the Warwickshire Family of Schools

Appendix 2 – Wellbeing Resources

Wellbeing Resources




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Warwickshire Mental Health information	3
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Included here are a number of resources available to you to support the wellbeing of all staff in your school. We will send updates should any of these change and will review on an annual basis to ensure you always have the latest information. If you experience any difficulties accessing these, or require additional support, please email governors@warwickshire.gov.uk in the first instance.

Warwickshire Mental Health Information

Struggling to cope?


Don't wait for things to get too much.

<p>VISIT WARWICKSHIRE LIBRARIES</p>	<p>for Reading Well Books on Prescription (BOP) recommended self-help books, audio CDs and e-books visit: www.warwickshire.gov.uk/booksonprescription</p>	
<p>GO ONLINE</p>	<p>bigwhitewall.com completely anonymous online community, free to people living in Warwickshire, available 24/7</p>	
<p>TELEPHONE</p>	<p>a team of trained and experienced support workers - 24/7 via the Mental Health Matters Helpline on 0800 61 61 71 and 0300 330 5487 for mobiles or try Time Online, the online chat service</p>	
<p>SPEAK TO SOMEONE</p>	<p>in person at Warwickshire Wellbeing Hubs - free one to one support, walk-in sessions and drop-in sessions visit: www.cwmind.org.uk/wbh or call: 02477 712288</p>	
<p>ACCESS THERAPIES (IAPT)</p>	<p>a service for people who are feeling stressed, anxious, low in mood or depressed, providing advice, information and therapy - call 02476 671090 to self-refer</p>	
<p>FOR CHILDREN AND YOUNG PEOPLE</p>	<p>Rise - Warwickshire's emotional wellbeing and mental health services for children and young people. Call 0300 200 2021 or visit www.cwrise.com/home</p>	



Find out more at warwickshire.gov.uk/mentalhealth

 @WCCPublicHealth

 facebook.com/PublicHealthWarwickshire

 Warwickshire
County Council

*Working for
Warwickshire*

Information from Public Health England

Resources for school staff wellbeing

There are a lot of resources available for promoting staff wellbeing, including specifically for staff working in the Education sector. This document aims to signpost and provide quick links to some of the support that is available. Some links are covid –specific to reflect the timing of the first edition of this policy but others apply at all times. The list is not exhaustive, and many other useful organisations and services exist, but it is hoped that the links below will help to navigate you to key resources.

Support for individuals

Education Support: Sign-up for [Free Counselling for Education Staff](#). Night or day, trained counsellors (BACP Accredited) are here to listen without judgement and help you find a way forward, whatever your worries or concerns and make you feel better.

UK-wide: **08000 562 561 day or night**

Txt: **07909 341229 (answered within 24 hours)**

The helpline service is free and available to all serving and retired teachers, lecturers and staff in education (primary, secondary, further or higher education) in England, Wales and Scotland **24/7, 365 days a year**.

Mental Health at Work: [Supporting Educator's Mental Health](#) and during the pandemic. Round-the-clock one-to-one support by call or text from trained volunteers, plus resources, tips and ideas to look after your mental health.

NHS: [Mental Health Helpline for Urgent Help - NHS](#) 24-hour advice and support for you, your child, your parent or someone you care for. Help is available to speak to a mental health professional.

NHS IAPT: free online NHS adult psychological therapies, such as cognitive behavioural therapy (CBT), for common problems involving stress, anxiety and depression. [IAPT](#) services can be accessed either through a self-referral by contacting your [Local IAPT](#) or via your GP.

Cruse Bereavement Care: [Coronavirus, Bereavement and Grief](#) online information, advice and support. Helpline: 0808 808 1677

MindEd: [Coronavirus Staff Resilience Hub](#) advice and tips for all frontline staff drawing from a panel of international experts.

Headspace: [Headspace for Educators](#) offers educators access to free mindfulness and meditation exercises and resources for every age group, and a free [Headspace Meditation App](#).

Centre for Mental Health: [Supporting Mental Health during Covid-19: a brief guide](#)

Public Health England Every Mind Matters: [Looking After Your Mental Health Resources](#) aims to support everyone to feel more confident in taking action to look after their mental health and wellbeing by promoting a range of self-care actions.

Public Health England: [Every Mind Matters Self-Care Tool](#) when you complete the 5 'Survey' questions, a 'Mind Plan' is generated, with signposting options to many useful resources.

Young Minds: [10 Wellbeing Tips for School Staff](#)

General information relevant to teacher wellbeing and in the context of Covid-19

SecEd Headteacher Update: [Best Practice Guide \(2020\) Focusing on Staff Wellbeing Post-lockdown and During the Full Return to School](#)

Family Links: Mental and Emotional Health in Schools: effective strategies and support for schools as they respond to the challenges of COVID-19 and its impact on the whole learning community: [Free Online Course](#).

Teacher Magazine: [Teacher Wellbeing During COVID-19](#)

Tes: [Coronavirus and Schools: LIVE 11/11](#) : A one-stop shop for teachers who want to know what impact the ongoing pandemic will have on their working lives.

National Education Union: [Coronavirus: What You Need to Know - Staff Mental Health and Wellbeing](#)

Anna Freud Centre:

- Supporting Staff in Schools: [Mentally Healthy Schools](#)
- [Looking After Each Other & Ourselves](#) a guide to supporting the mental health and wellbeing of staff at schools and colleges during periods of disruption
- For SLTs: [Supporting a Member of Staff with Mental Health Difficulties](#)
- Looking at how to best support staff wellbeing in schools: [10 Steps Towards School Staff Wellbeing](#)

TES Sen Show: [Supporting the Emotional and Mental Health of the Education Workforce](#) free webinar. Suitable for all Key Stages.

Schools' Wellbeing Partnership: Mental health and wellbeing in primary schools – [Preparing for Recovery: Self-review and Signposting Tool](#).

Teacher Magazine Podcast: [The Research Files Episode 62: Teacher Adaptability](#)

Workplace / organisational approaches to mental health and wellbeing

Business in the Community: [COVID-19: Employee Health and Wellbeing Toolkit](#)

Public Health England:

- [Workplace Health Needs Assessment Tool](#) and resource provides practical advice for employers on workplace health and a tool for carrying out workplace health needs assessments.
- [Developing and Evaluating Workplace Health Interventions](#) toolkit provides guidance for employers to develop their offer of workplace health interventions.

- **Public Health England** in collaboration with **Business in the Community** has developed a [Suite of Interconnected Toolkits](#) that take a whole person, whole system approach and have mental health as a common theme throughout. These toolkits consolidate the very best evidence, with the very best employer practice to improve workplace health, aligned with freely available resources that are useful to all employers, wherever they are on their journey.

Mental Health at Work: [Resources, Toolkits and Case Studies](#). Supporting Staff Wellbeing in Schools with a rich repository of information and easily accessible resources including videos and posters.

Support for Headteachers

Mental Health and Wellbeing Support for Headteachers

January 2021

Here's some of the
support available:

Headteachers help children
to stay healthy, happy &
positive...

... but it's important that
as a headteacher, you also
look after your own mental
health and wellbeing.

1. Urgent mental health support

If you need help for a mental health crisis, emergency or breakdown, you should get immediate expert advice and assessment. You can talk about anything that's troubling you, no matter how difficult: phone the NHS Mental Health Crisis Service on 0300 200 0011

2. Free leadership support available from your local authority

This service provides up to three 1-2-1 sessions of 50-75 minutes. Further sessions are available for an additional fee to the school.

Sessions are confidential unless there is a safeguarding concern.

Here are professionals currently
available to provide support:

Penny Brown

Penny is an experienced Head Teacher with a strong track record of success in raising standards in schools in challenging circumstances in Derby and Derbyshire. Penny has taught in all year groups from R-Y6 and led on curriculum development and SEND.

Throughout her career Penny has gained a strong moral purpose which has driven her to share her expertise, knowledge and experience with future education specialists, teachers and leaders. In her recent roles as an LLE and Executive Principal for three schools, Penny has experience of supporting and developing heads and leaders through coaching, training and mentoring. Penny is currently running a Learning Hub with a focus on supporting vulnerable pupils and those with SEND. Contact Penny at: littleoverlearninghub4a@gmail.com

Julia Gaughan

Julia has a wide range of recent and relevant school leadership experience as well as working as a local authority school improvement officer. She has a clear knowledge and understanding of what it is like to teach in and lead schools in challenging circumstances. School leaders value her common-sense approach and the practical, effective advice and support offered by her. Julia provides regular coaching and supervision sessions for school leaders and teachers. She is also a chair of governors in Warwickshire. Julia is an accredited Pupil Premium reviewer working with schools across the country in supporting vulnerable groups of pupils in primary and secondary settings.

Contact Julia by emailing julia@3jschoolimprovement.co.uk or by calling 07748 763321

Vivien Hyde

Vivien has taught all the primary age ranges and has worked as an experienced Head also leading on literacy, assessment and SENDCO. Vivien gained an M.Ed. in school improvement from Nottingham University in 1985. In 2003 she was then commissioned to work as a primary adviser for Leicester City mainly supporting the vulnerable schools. More recently (2015) Vivien has been contracted to work for Warwickshire as a Learning Improvement Officer working again with vulnerable schools. She has a wealth of experience of supporting heads, staff and governors. She is also a governor of a school in Derby working with the Head through the Covid-19 crisis.

Contact Vivien by emailing Vhyde03@aol.com or vivienhyde@warwickshire.gov.uk or by calling 07798 647866.

Jane Killingbeck

Jane has extensive experience working in close partnership with primary and secondary school leaders in different contexts, including as an LA English and School Improvement Advisor across local authorities and as a Leadership Coach.

Her recent accreditation is a Masters' qualification in Executive Coaching and Mentoring (ILM 2019.) Jane's style is democratic, passionate about making a difference through solution focused support to achieve required or desired outcomes. She is an active member of Association for Coaching (AC), the European Mentoring and Coaching Council (EMCC), The Trusted Coach Directory. Jane is an experienced and practising Leadership Coach working also with school leaders and PGCE trainees as an Associate Teaching Fellow / Tutor at Warwick University, as AQA hub lead with Oxfordshire schools, a Warwickshire primary school governor and independent consultant. She welcomes any questions about the process of coaching.

Contact Jane at: Janekillingbeck2020@gmail.com or 07816 072457.

Jacqui Lemaitre

Jacqui Lemaitre is an experienced educationalist with many years working in community and faith and non-faith schools. She is a current National Leader of Education working with many Headteachers all over the country as well as a C.E.O for five large primary schools around London. Previous to this role Jacqui worked for 15 years as a Head teacher, 6 years as an Executive Head Teacher and ran a successful Teaching School for 5 years, supporting many schools to Good across Worcestershire and Warwickshire. She has teaching and leadership experience across the primary age range and is also currently working supporting local Governing Boards through targeted training and support. She is a trained School Improvement Partner and Ofsted Additional Inspector and holds a Master of Arts Degree in education. She has written for The Guardian newspaper and carried out several research projects around Special Educational Needs and Leadership structures. Contact Jaquie on jacqui@jlemaitre.co.uk

Catherine Nyman

Catherine enjoys supporting school leaders across the West Midlands and has taught in all Year groups R-Y7. She has considerable experience as a school leader and head, most recently leading a school in Special Measures. Catherine has an M.Ed. in School Improvement (Exeter), NPQH and a Prof. Diploma in Coaching (Warwick), with associate membership of the Association for Coaching. Catherine was subject expert in Primary Literacy/School Leadership coaching for a large National MAT 2019-2020. Catherine is a practising professional coach working with school leaders of all types. Catherine enjoys working with system leaders in her commissioned work from Warwickshire LA for two days a week and is private LIQ and coach across the West Midlands.

Contact Catherine by emailing cj@nymancoachingassociates.uk or catherinenyman@warwickshire.gov.uk or calling 07980 552963.

Michelle Pickering

Michelle Pickering is a very experienced independent school improvement consultant, coach mentor and trainer. As a reputable head teacher in Birmingham she had experience of leading a school out of special measures.

Michelle has worked as a senior school improvement officer with Local Authorities across the country and led inspections for OFSTED; she has been contracted by Warwickshire as a Learning Improvement Officer since 2014 and has extensive experience working alongside many leaders across the county. Michelle has developed and delivered a range of coaching and training opportunities for school leaders. She is currently active on the Department for Education Register of External Expertise.

Contact Michelle by emailing Michelle@1st-class-school-improvement.co.uk or by calling 07984 792213.

Gill Weston

Gill Weston has over 35 years successful experience in education as a teacher and leader, much of which has been working in the Midlands region. Roles have included Assistant Director of Children's Services for Education, Learning and Skills; Primary Strategy Manager; School Improvement Partner and Adviser, and Improvement and Development Officer for children's centres. Gill is now a freelance education consultant working with school leadership teams in a range of partnerships including teaching school alliances, multi-academy trusts and local collaborative groups. Her work includes: research based leadership coaching and development work for groups and individuals; training in curriculum leadership; advising governors for headteacher performance management and headship appointments. Contact Gill at gillian.weston@westoneducation.co.uk

For specific coaching or support in relation to your Early Help or DSL role please contact: Roy Garner or Jayne Ellis Targeted Support Officers – Headteacher Coaches:
roygarner@warwickshire.gov.uk or 07917 515826
jayneellis@warwickshire.gov.uk or 07425 623337

Other Resources available for you and your staff

Other useful helplines:

Mental Health Crisis Team
0300 200 0011

Mental Health Matters
0800 616 171

Sane (4.30-10.30pm)
0300 304 7000

Saneline (24 Hours)
08457 678 000
Samaritans (Free - 24 Hours)
116 123
jo@samaritans.org

The Lighthouse Counselling Service
02476 440 095
info@lighthousechristiancare.co.uk

Samaritans (Coventry)
02476 678 678

Alcoholics Anonymous (Free)
0800 9177 650
help@aamail.org

National Debtline
0808 808 4000

Gamcare (Gambling Advice Line)
0845 600 0133

Assist Trauma Care Support Line
01788 560 800

Gingerbread - Single Parent Helpline
0808 802 0925

No Panic Helpline
0844 967 4848

National Mind Info Line
0300 123 3393
info@mind.org.uk or text: 86463

National Mind Legal Line
0300 466 6463
legal@mind.org.uk

Useful Organisations/Projects:
Recovery & Wellbeing Academy
0300 303 2626 or 02476 229 988
Recovery.Academy@covwarkpt.nhs.uk
pathways@cwmind.org.uk

Change, Grow, Live (CGL) Coventry
02476 010 241
Coventry.info@cgl.org.uk

Coventry Rape and Sexual Abuse Centre
02476 277 777
info@crasac.org.uk

Cruse Bereavement Care
0808 808 1677
helpline@cruse.org.uk

Independent Advocacy Service
02476 697443

National Centre for Domestic Violence
0800 970 2070
office@ncdv.org.uk

Coventry & Warwickshire Relate
02476 225 863
info@relatecoventry.org

Coventry Haven – Women's Aid
02476 444 077
info@coventryhaven.co.uk

The National Careers Service
0800 100 900

Abacus Counselling Service
02476 226 623

The Lighthouse Counselling Service
02476 440 095
info@lighthousechristiancare.co.uk

Bipolar UK
020 7931 6480
info@bipolaruk.org.uk

Bipolar UK Coventry Support Group
0333 323 3885
groupdevelopment@bipolaruk.org

Anorexia & Bulimia Care
03000 11 12 13

Springfield Mind
01789 298 615
enquiries@springfieldmind.org.uk

North Warwickshire Counselling Service
02476 320 095
info@nwcounselling.org.uk

Sycamore Counselling Service
02476 744 544

Together Peer Support Service
02476 796 416
ian-sykes@together-uk.org

CWM Counselling Service
02476 017 235
lois@cwmind.org.uk

Apps & Online Communities:

Apps for Mental Wellbeing:

Headspace
Silvercloud
Reasons2
RCPsych Mental Health App
Five Ways to Wellbeing
Wrap – Wellness Recovery Plan
Happier
Diary Mood Tracker - Daylio
Catch it
Mental Health Recovery Guide
Calm Harm
Stay Alive

Apps for Anxiety & Depression:

WellMind
Wat's Up?
SAM: Self-help for Anxiety Manage
Mood Tools - Depression Aid
Fear Tools - Anxiety Kit
Anxious Minds
Just6
Relax Melodies

Apps for Eating Disorders:

Rise Up – ED App
Recovery Record – ED App

<p>Employee Wellbeing Support Service</p>	<p>Access to a dedicated telephone support line and website is available 24/7, 365 days a year.</p> <p>For more information, contact: jameslong@warwickshire.gov.uk</p>
<p>Warwickshire Educational Psychology Service</p>	<p>This service provides coaching support, anxiety reduction, and has information on imposter syndrome.</p> <p>For more information email eps@warwickshire.gov.uk or call 01926 742941</p>
<p>Follow @Headsup4HTs on Twitter</p>	<p>A platform providing informal, supportive and positive conversations with peers. This Twitter account is run by an experienced education coach who offers direct messaging support and virtual sessions.</p>
<p>www.education-support.org.uk</p>	<p>A charity 'dedicated to improving the health and wellbeing of the entire education workforce' provides a free and confidential helpline.</p>

Professional Associations:

NAHT: 0300 30 30 333
ASCL: 0116 299 1122
NEU: neu.org.uk/tags/mental-health
NAS/UWT: 03330 145550 ask for member support

If you are aware of any other resources which you think support headteachers wellbeing, please share them with margotbrown@warwickshire.gov.uk

Talk to your Chair of Governors!

- Governor Services have shared this information with Chairs of Governors

Employee Assistance Programme

Your EAP provides proactive, practical information and emotional support to help you to manage and reduce the impact of all of life's events, both at home and at work.

The service is available 24/7 and is completely free and confidential. Our specially trained, legal and information team can help to resolve issues around: debt, legal concerns, consumer and care etc. whilst our counsellors are on hand to manage any emotional concerns. Our manager support team can provide invaluable support to managers to maximise their team's performance and their own personal impact.



Our fully case managed network of over 1000 fully BACP accredited counsellors and therapists deliver session-based support, usually within a maximum of 15 miles of home or work and within 5 working days from initial assessment.

- ✓ 24/7/365 access to telephone counsellors
- ✓ Manager support helpline
- ✓ Post-trauma critical incident support
- ✓ Legal, debt and practical lifemanagement helpline
- ✓ Online self-help EAP portal
- ✓ Day 1 intervention for stress manager referral
- ✓ Structured counselling: by telephone, face to face or online
- ✓ Telephonic career coaching
- ✓ Monthly well-being newsletters



Telephone helpline

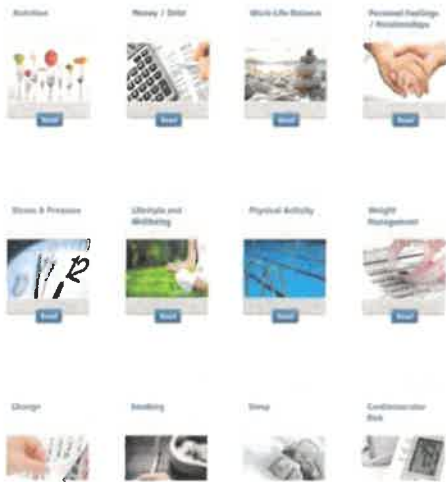
Your EAP includes a free-phone, confidential and unlimited helpline service, available 24 hours a day, 7 days a week, 365 days a year. Calls are answered by accredited counsellors or information specialists' dependent on whether the need is for emotional or practical support.

Debt management support

Our debt management service goes further in tackling the root cause of debt to enable you to reduce or remove the impact of debt. From budgeting advice to negotiating with creditors through to a full review of monthly outgoings.

Legal and information

The legal and information team provide Citizens Advice Bureau type information around topics such as: consumer, relationships, family and care, as well as signposting to additional resources.



To access your EAP

Online: www.my-eap.com username: WorkplaceWellness
 Tel: 0800 1116 387
 From Abroad: +44 845 330 5132
 For Manager Support: 0800 1116 385 (9am - 6pm Mon- Fri)

Employee career coaching

We provide access to specialist telephonic career coaching. You can access 1x 50min session per annum with a career coach to discuss internal career development.

Management support

The EAP provides access to a dedicated Manager support helpline to help resolve issues such as: conflict, mental health, having difficult conversations, managing stress, performance and attendance. Advice can be provided over the telephone but can also be accessed via the dedicated manager section on the online EAP.

Immediate emotional support

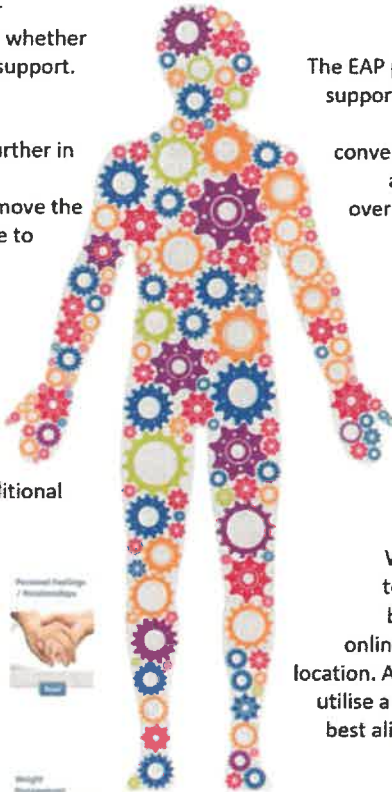
Our Counsellors and Senior Case Managers are available 24/7/365 to provide emotional support. Our Counsellors operate within the BACP ethical and professional guidelines.

Session based counselling

Where appropriate, you will have access to up to 6 sessions of structured, session based counselling, either telephonically, online or face to face within 15 miles of your location. As each individual's issue is different, we utilise a range of evidence-based therapies that best align to your issue to achieve the greatest possible outcome.

Online EAP / Health and wellbeing portal

Our Online EAP is a secure and personalised website designed to offer self-help and guided support to manage all of life's issues. The portal provides access to a broad range of fact-sheets, surveys, podcasts, a Health Risk Assessment (HRA) tool, and links to additional services and resources such as: NHS Choices and GOV.UK



Individual Wellness Plan Guidance

Written by the Health, Safety and Wellbeing Team 22/01/2020

To be reviewed 21/01/2023

What is an Individual Wellness Plan (IWP)?

This Individual Wellness Plan is a personalised working document that can be used to identify what helps to keep you well, what causes you to become unwell and how you manage it, and what support you may require at work to maintain your physical and/or mental wellbeing.

This is a proactive tool that you can use to discuss what enables you to stay well; and can also be used if you are experiencing mental and/or physical health problems and want to discuss what support you may need with your manager. This should be used for any work-related issues and revisited following an Occupational Health recommendation or as part of a return to work plan.

The IWP discussion should be as open and honest as possible but confidential between you and your manager, sharing only the information that you feel is necessary and you are comfortable with. You will also need to agree how the IWP information will be used and shared further. You can choose to share the information with other colleagues if you feel it will help support you but ensure that they also agree to keep the information confidential.

What is the Support Document For?

Where support and/or adjustments have been discussed, these should be recorded on the support document as a record of what was agreed. Whether this is something that you will be doing to help your wellbeing, or some additional support that your manager has agreed to put in place. There is a specific section in the support document for recording any work-related stress support/adjustments.

The IWP is your individual plan for you to retain and share confidentially with your current manager. If the support document or work-related stress document is used, only these will be held by your manager, on the HRER section of Your HR.

When should the IWP be reviewed?

If all is well and you are not experiencing any mental or physical health problems and don't have any agreed support/adjustments in place, then there may be no requirement to review the IWP regularly unless you would like to. There is no standard timescale for review, however, as good practice, it would be advisable to review it periodically at 1:1s to ensure that nothing has changed.

If there are agreed support/adjustments in place, it should be reviewed at 1:1s, or sooner if necessary, to ensure that these are in place, are effective in maintaining your wellbeing at work and to identify if anything else needs to be considered.

The IWP is individual to you and your needs, therefore, if your line management changes at any time, your IWP and any agreed support and adjustments, should be shared with your new manager to ensure that your wellbeing is maintained.

How to spot the signs of not being well

We all have mental health just as we have physical health, but it can seem more difficult to spot the signs of mental ill health. This link gives you some good information on the common triggers which might impact on your mental health and signs that suggest that you may need support. <https://mhfaengland.org/mhfa-centre/resources/take-10-together/triggers-signs.pdf>.

If any signs of you becoming unwell have been discussed, you may want to agree with your manager that if they recognise these signs, they can actively have a conversation with you to see if you need any support.

Work-related stress

We may all experience pressure on a daily basis and need it to motivate us and enable us to perform at our best. It's when we experience too much pressure without the opportunity to recover that we start to experience stress.

We recognise that work-related stress is defined as the following:

"The adverse reaction people have to excessive pressures or other types of demand placed on them at work" (HSE definition).

Therefore, pressure can be beneficial and have positive effects if managed correctly, but excessive pressure can have a negative effect and lead to both mental and physical ill health.

The Health and Safety Executive has more detailed information on the stress management standards. <http://www.hse.gov.uk/stress/standards/>

There is a separate Support Document below to record any agreed support/adjustments related to work-related stress.

Support and reasonable adjustments

Where an employee has a disability, defined as a protected characteristic under the Equality Act 2010 there is a legal duty to make reasonable adjustments to minimise any disadvantage faced as a result of their disability. What is reasonable will depend on the circumstances of each individual case. It is important to discuss with the individual what adjustments they suggest will be able to help them and to refer to the [Government Reasonable Adjustments guidance](#) for more information. An Occupational Health referral may be helpful if the best way forward is not clear.

Even if an employee is not defined as having a disability under the Equality Act 2010, it is good practice to consider support and adjustments if the IWP identifies that there is a need. Any adjustments should be based on business needs, and individual needs and circumstances.

Information on general wellbeing and the support that is provided to employees can be found on the school document library under [Your Wellbeing](#). This includes details on the employee assistance programme (EAP). This provision is the employee wellbeing service offer to schools, as part of the WES HR & Payroll Service.

These plans could also be used either prior to or following on from an Occupational Health referral. For more information about the service, please refer to the [school document library](#).

Additional mental health support services in Warwickshire can be found [here](#). If you live outside of the county, your local services can be found [here](#).

Conversation Guide for managers

Use the **HELP** model below to have an open, honest and effective conversation.

Have an open and non-judgemental conversation:

- ask open questions, for example, how are you? what would help you? how does that feel for you?
- avoid judgemental and patronising responses and questions, for example, you're clearly struggling, what's up? why can't you just get your act together? everyone else is in the same boat and they're okay.
- Remember that two people who are experiencing similar situations may not need the same level of support

Empathise:

- acknowledge what they are saying, e.g., "that sounds really challenging", "I am sorry you are going through this"
- ask questions to understand more, e.g., "what has it been like for you?", "how are you feeling about everything?"

Listen actively to hear and understand what they're really saying:

- find a suitable private location
- allocate enough time
- identify a suitable time and date
- avoid interruptions, e.g., switch off laptop and phone
- maintain appropriate eye contact
- be patient and don't rush them

Provide support to the employee in finding ways to keep them well at work:

- make yourself aware of the support available to employees prior to the meeting
- If someone asks for an adjustment which you are not sure we can provide, explain that you will need to check what support is available and get back to them.

- Seek help: If you are not sure what to do, you should discuss the issue with your HR Advisor. It may be appropriate to refer to Occupational Health.

Individual Wellness Plan

Name of employee: Name of manager:	
I am well when - <i>what does it look and feel like when you're well? For example, you're calm, focused, motivated, you eat well, take some exercise</i>	
Things I use to keep me well - <i>what do you do/use at work or/and at home to keep you well, for example taking your lunch break, getting some exercise before/during/after work, relaxation techniques</i>	
Things that have an impact on not keeping me well - <i>for example, personal concerns or challenges, health conditions, work-related issues</i>	
My early signs of not being well - <i>what does it look and feel like when you're not well? For example, tired, distracted, short-tempered, change in appetite</i>	
Things that I can do (at home/work) when I need to improve my wellness - <i>for example, talking to someone, continue doing the things that keep you well, seek further support if necessary</i>	
Things that support me at work to stay well - <i>how can your colleagues and manager support you? For example, extra catch ups with your manager, discussing work-related issues, reasonable adjustments</i>	
If required, my support contact(s) is/are	
Employee signature:	Date:
Manager signature:	Date:

Support document

Use this document to record any agreed support/adjustments from any of the discussions you've had

Name of employee:		
Name of manager:		
Issue/concern	Agreed support	Timescale
Employee signature:		Date:
Manager signature:		Date:

Support document for work-related stress
Use this document to record any agreed support/adjustments

Name of colleague:		
Name of manager:		
Stress Factor <i>(not all may apply)</i>	Agreed actions	Timescale
Demands <i>Issues such as workload, work patterns and the work environment</i>		
Control <i>How much say the person has in the way they do their work</i>		
Support <i>Encouragement, sponsorship and resources provided by the organisation, management and colleagues</i>		
Relationships <i>Promoting positive working to avoid conflict and dealing with unacceptable behaviour</i>		
Role <i>Whether they understand their role within the organisation</i>		
Change <i>How organisational change (small or large) is managed and communicated in the organisation</i>		
Employee signature:		Date:
Manager signature:		Date:

