

## High Park School Social Emotional and Mental Health Provision for Staff

**Our ethos and values:** *Respect, trust and value ourselves and each other. Aim for our personal best and share in our successes. Hear every voice. See change as a chance to grow. Make learning fun.*

### Whole school provision

- Social, emotional and mental health and wellbeing is at the heart of everything we do.
- Responding to the social, emotional and mental health needs of all our staff members is everyone's responsibility.
- Every staff member is made to feel welcome within school and treated with dignity and respect
- Staff opinions and staff voice is valued and opportunities for contributions are created where possible
- Positive and trusting relationships are implicit to support each other and our pupils
- Staff questionnaires

### All staff access:

- Timely, focused CPD
- High quality induction programme and identified buddy
- A wide range of opportunities to engage in Professional Conversations threaded through their day with a range of colleagues
- Informative displays linked to wellbeing and mental health
- Regular and timely emails and e-bulletins linked to strategies, resources and organisations
- Mental Health First Aiders are always available within school – who are able to **C**onnect, **L**isten **A**ssess, **S**upport and **S**ignpost
- Open door policy of school leaders who know how to 'start the conversation'
- Clear pathways for accessing support
- Wellbeing focused return to work meetings
- Regular wellbeing phone calls during absence
- Scheduled in person wellbeing meetings for long term absence
- Scheduled and responsive wellbeing
- Planned and responsive CPD (after school)
- Debriefs after incidents in a preferred school environment e.g. in class, workroom, meeting room
- Dedicated First Aid space (away from pupils)
- Supportive strategies linked to Team Teach protocols, e.g., 'help available', change of face
- Quiet spaces available e.g., to take medical calls or telephone counselling
- A carefully selected aromatherapy blends used across the school matched to best support needs – considering time in the term, seasonal changes, new and changing situation
- Alternative spaces at lunchtimes so they have a choice about where to spend their break
- Space to pray / reflect is prioritised within staff only areas of school with a room identified as a Contemplation Room

## High Park School Mental Health and Wellbeing Provision for Staff

Indicators that a staff member need some additional help	Additional Support (within school)	Specialist Support (from outside of school)
<ul style="list-style-type: none"> <li>• Increased or prolonged absence</li> <li>• Change to punctuality</li> <li>• Changes in quality of work or focus in their work e.g. disengagement in CPD</li> <li>• Being less interested in activities both in school and out of school than they previously were</li> <li>• Changes to their presentation</li> <li>• Changes in sleeping or eating patterns</li> <li>• Withdrawal from social situations / avoidance of colleagues / other stake holders</li> <li>• Changes in usual behaviour, mood or how they behave around their colleagues</li> <li>• Direct request for support</li> <li>• Change of circumstances (family, home, new baby, bereavement)</li> <li>• Anticipated events such as new baby, class moves, Christmas, before holidays, Eid/Ramadan, planned medical treatment.</li> <li>• Staff comments on social media</li> </ul>	<ul style="list-style-type: none"> <li>• Carefully considered accommodations to support emotional and physical wellbeing e.g., phased return, or change of class</li> <li>• Targeted sign posting and information</li> <li>• Bespoke targeted CPD</li> <li>• Buddy system</li> </ul>	<ul style="list-style-type: none"> <li>• Referral to Occupational Health who will in turn identify requires support e.g., CBT, Talking Therapy, Physio</li> </ul>